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ABSTRACT

The instructional objectives of values education to be taught in the K-12 Utah public schools are outlined and cross-referenced to each subject area in the curriculum. It is the responsibility of the schools to help students clarify perceptions and values with respect to self and society. The major categories of values education goals are: rights and responsibilities, American values, international values, refinement of values (i.e., to develop a systematic process of forming a values system that has life-span durability), nature of conflict, positive self-concept, and societal cement (i.e., to develop a commitment to a core of values that serve as the cement of society). More specific goals under each of these categories are outlined for the elementary, intermediate, junior high, and high school grades. The bulk of the publication then cross-references each of the specific goals to the subject areas in which they are to be taught. Subject areas include communications and reading, mathematics, science, social studies, creative arts, health and physical education, safety and driver education, career and vocations, and the teacher advisory orientation success program. The appendix discusses Utah legislative requirements concerning values education. (RM)

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SP 016 354

INTERDISCIPLINARY CURRICULUM STRAND

VALUES EDUCATION

UTAH STATE OFFICE OF EDUCATION

Walter D. Talbot
State Superintendent of Public Instruction

Division of Curriculum and Instruction

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FOREWORD

Life experiences during the later periods of the twentieth century appear to be progressively varied, complex, and marked with extremes. A pressing challenge to educators, therefore, is to help students achieve balance in their lives. A major step was taken in this direction when the Utah State Board of Education adopted the eight maturity goals as guidelines for balance in all curriculum and instruction.

The writers of this multidisciplinary curriculum strand. "Values Education," have sought for balance between cognitive and affective learning, values information and values refinement skills, rights and responsibilities, personal and societal relationships, and also, values acquisition and values implementation. The material herein is not meant to include all possible goals or objectives but to be sufficiently exemplary to encourage further development in the several curricular areas.

Thoughtful development and application of a balanced system of values appropriate in the broader society in which children and youth function could well be their hope for personal fulfillment and a sound society during the decades of their growth and adulthood. It is hoped that state and local educators in Utah will use this document to enhance such an encouraging possibility.

Walter D. Talbot
State Superintendent
of Public Instruction

ACKNOWLEDGMENTS

Appreciation is expressed to the several committee members who contributed to the "Position Paper on Values Education", under the leadership of Dr. Keith Steck, Specialist, Pupil Advocacy, State Office of Education and who, therefore, established guidelines for the writing of the philosophy and general goals presented in this document. The writing of Jean Piaget with respect to the development of logical thinking and Lawrence Kohlberg's stages of moral reasoning have proven to be of particular value during the writing of objectives at progressively mature levels.

Hopefully, the philosophy, goals, and objectives herein will be helpful to Utah State Office curriculum specialists and district educators as they strive to scope and sequence values education into their programs.

Appreciation is extended to the consultants who developed the materials in this course of study. Dr. R. Eyre Turner, Associate Professor, College of Education, Utah State University, developed the elementary objectives and Dr. Richard Knight, Associate Professor, College of Education, Utah State University, developed the secondary objectives. They functioned under the direction and supervision of Nancy N. Mathews, Specialist, Law-Related and Values Education.

Many staff members within the State Office of Education were instrumental in the final preparation of this manuscript. I wish to thank Dorothy Wardrop, Coordinator for the Division of Curriculum and Instruction, who provided valuable assistance with layout format and philosophy for this curriculum strand; Boone C. Colegrove, Social Studies Specialist, provided valuable assistance and suggestions throughout the preparation of this manuscript; Lee Gray, of the Division of Curriculum and Instruction, for her creative cover; and I wish to acknowledge Bryan Eldredge, assistant to the Utah Law-Related Education Project, for her assistance in critiquing the manuscript. Finally, I wish to thank Sharon Janke and her publications staff for their cooperation and flexibility in the printing of the curriculum strand.

INTRODUCTION

A comprehensive effort called Designing Education for the Future was conducted in the late sixties which involved students, educators, and patrons throughout the state in the identification of goals for education. A statement of goals growing out of this effort has been officially adopted by the State Course of Study Committee.

Maturity Goals

The goals emerging from this effort emphasize the maturing human being as the major focus of educational endeavor. Eight maturity goals were established which are wide in scope and general in nature. By using these goals as the major focus, supporting goals and objectives have been developed that enable curriculum developers to relate their efforts directly to the life behaviors that make up each maturity and subsequently back to a specific maturity goal. The maturity goal statements are:

Intellectual maturity is exemplified by a continuing desire for understanding, a continuing interest in current problems, a continuing accumulation of knowledge, and an increasing ability to use one's rational powers.

Ethical-Moral-Spiritual maturity is exemplified by one's use of rational powers and of internalizing, valuing, and empathizing processes in satisfying oneself regarding life's purposes; in locating oneself in time and space; in revering life; in comprehending death; and in perceiving one's relationships to mankind and to the basic forces of the universe.

Emotional maturity is exemplified by increasing constructive management of one's emotions, of coping with stress and frustration, of accepting oneself, and of empathizing with others.

Social maturity is exemplified by increasingly exercising freedom with its accruing responsibilities; demonstrating functional learnership and appropriate followership; interacting in the social environment for self-realization and/or an awareness of the needs and values of others; acting within the basic values, institutions, and processes of American democracy; understanding world interdependence and how diverse cultures function.

Physical maturity is exemplified by one's continuing appreciation and respect for the mind and body by increasing neuromuscular development, by self-fulfilling experiences through physical activity, and by continuing positive responses toward the solution of problems arising from increased leisure and health needs.

Environmental maturity is exemplified by seeking constantly to understand one's natural environment through rational thinking processes; through demonstrating fundamental skills required in the use of materials, equipment, and information gathered concerning the environment; through exhibiting an awareness of relationships that exist between human beings and the environment; and through performing acts in the environment that are relevant to one's own well being and to that of others.

Aesthetic maturity is exemplified by an increasing sensitivity in perceiving one's environment and acknowledging the human qualities of mankind, by a more satisfying use of one's senses in making aesthetic judgments, by more capably communicating aesthetic insights through the cultural arts, and through greater harmony within the individual.

Productive maturity is exemplified by continued involvement in creating, generating, and using ideas, goods, and services which are beneficial to mankind and satisfying to the individual.

Course of Study

A course of study has been, or will be developed in each area of the curriculum which contains a philosophy of the subject, a sequence of goals and objectives, and administrative guidelines. Each objective is coded to indicate its direct relationship to the maturity goals described above.

Interdisciplinary Strands

Areas of special focus emerge in the curriculum from time to time which have implications to more than one subject area. These are identified as interdisciplinary strands such as parenting education, metric education, or nutrition education. Goals and objectives relating to these strands will be integrated into the appropriate course of study. Whenever it is of value to extract the goals and objectives of an interdisciplinary strand into a separate document, the document will be identified as a curriculum strand and will be cross-referenced to each related subject area.

Relationship to Board Goal #1

In 1978, the Utah State Board of Education formulated four goals to provide general control and supervision of the public school system. Goal #1 states that: "The State Board of Education will assume the role and responsibility for system-wide planning and policy formulation for all public education in Utah--involving institutions, school districts, the general public, and the legislature in the process; will effectively provide leadership in implementing such planning and policy formulation and will work to strengthen the capability of all components of the system to engage in long-range planning in harmony with the State Board's system-wide plans."

The Utah State Board of Education formally approved a position paper on Values Education in May, 1978 and directed Utah State Office of Education staff to provide implementation guidelines to assist districts in implementing appropriate programs and practices in values education for students in the state of Utah.

This curriculum has been developed to assist in these efforts.

THE EIGHT MATURITIES AND RELATED CURRICULUM GOALS[1]

August 1977

1 INTELLECTUAL	2 ETHICAL-MORAL-SPIRITUAL	3 EMOTIONAL	4 SOCIAL	5 HEALTH AND PHYSICAL	6 ENVIRONMENTAL	7 AESTHETIC	8 PRODUCTIVE
01 Recognizing problems and issues.	01 Demonstrating a reverence for life.	01 Gaining acceptance by appropriate individuals and groups.	01 Interacting effectively in a group.	01 Supporting efforts to solve environmental health issues.	01 Observing and responding to beauty and orderliness.	01 Using the arts as a means of personal fulfillment.	01 Developing an appreciation of the dignity and importance of work.
02 Seeking and gathering data.	02 Respecting the dignity and worth of human beings	02 Enhancing a positive self-image.	02 Accepting responsibility for democratic social action.	02 Practicing preventive measures against the diseases of man.	02 Recognizing the necessity of balance in nature.	02 Recognizing that all art skills can be learned.	07 Striving to discover and develop one's own productive potential.
03 Analyzing and synthesizing data.	03 Respecting truth wherever found.	03 Understanding one's capabilities and limitations.	03 Supporting and strengthening the family as the basic social institution.	03 Achieving and maintaining a desirable level of physical fitness.	03 Acting with understanding of man's role in nature's balance.	03 Displaying a knowledge of a variety of art forms.	03 Planning for the future by establishing productive goals.
04 Formulating and testing assumptions.	04 Striving to discover "who am I" and "where am I going."	04 Perceiving life's realities - changing things one can and accepting things one cannot.	04 Respecting others in interpersonal relations.	04 Maintaining a desirable body weight.	04 Demonstrating a knowledge of the interrelatedness of technology, population density and pollution.	04 Mastering a variety of art skills usable throughout life.	04 Acquiring knowledge of a wide variety of work opportunities.
05 Choosing possible solutions or conclusions.	05 Living by a consistent personal and social code of ethics.	05 Permeating life with healthful emotions.	05 Committing oneself to group ideals and social regulations.	05 Practicing desirable body movement and posture.	05 Cooperating in the wise and multiple use of resources.	05 Seeing the relationships between nature and artistic expression.	05 Developing capabilities essential for selected work opportunities.
06 Evaluating results.	06 Respecting man's continual, and almost universal search for an understanding of a supreme power.	06 Gaining satisfaction from work.	06 Assuming effective leadership and followership roles.	06 Practicing principles of good nutrition.	06 Recognizing the worldwide problem for matching needs to production and distribution of resources.	06 Perceiving the aesthetic qualities of one's environment.	06 Recognizing, generally, that rewards are commensurate with the quality and amount of work performed.
07 Making suitable changes in attitude and behavior.		07 Accepting responsibility for one's decisions and actions.	07 Acting with understanding of worldwide human interdependence.	07 Mastering a variety of sports and recreational skills usable throughout life.		07 Including aesthetic experiences during leisure time.	07 Developing personal characteristics valued by employers or leaders.
08 Communicating freely and adequately points of view.		08 Seeking emotional release and rejuvenation through leisure activities.	08 Appreciating diverse national and international cultures.	08 Participating regularly in wholesome leisure pursuits.		08 Exploring the arts as a means of understanding the cultures of the past and present.	08 Gaining knowledge of personal and family practices leading to economic independence and security.
09 Discriminating between fact and opinion, reason and emotion.		09 Understanding the role of emotions in human actions.	09 Utilizing one's environment intelligently.	09 Recognizing the health hazards of smoking.		09 Supporting the arts in society.	09 Contributing one's share for the operation of government and other appropriate service agencies.
10 Tolerating tentativeness of situations.		10 Achieving intellectual, emotional, physical, spiritual and social balance.	10 Utilizing educational and other institutions to improve the quality of life.	10 Recognizing the health hazards of the use and abuse of alcohol and other drugs.			10 Searching for and evaluating inventive ideas for potential career opportunities.
11 Recognizing and evaluating societal values.		11 Coping with the realities of life and death.	11 Developing and applying values consistent with the well-being of society.	11 Limiting the use of drugs to those prescribed.			
12 Respecting differing opinions.		12 Developing and displaying empathy.	12 Demonstrating loyalty to the United States.	12 Refraining from participation in or promotion of health and food fads.			
13 Setting and pursuing personal goals. (achieving)		13 Being open to new and varied experiences.	13 Cooperating in the interest of peace and welfare.	13 Seeking professional medical services on a regular basis.			
14 Understanding the life processes.			14 Striving to achieve a balance between social stability and social change.	14 Practicing safety continuously.			
15 Mastering a variety of basic skills usable throughout life.			15 Participating in wholesome male-female relationships.	15 Demonstrating the capabilities to handle emergency situations.			
			16 Preparing for one's potential role as a marriage partner and as a parent.	16 Adjusting adequately to the physiological changes throughout life.			
			17 Practicing desirable personal care and grooming.				
			18 Understanding the effects of technological developments on man, societies and the world.				

[1]The curriculum goals are derived from the adopted Goals and General Objectives for Utah Schools.

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PHILOSOPHY

Societal influences and interactions within the United States and between nations have become highly complex. Personal career and cultural opportunities have similarly increased in variety and extent. While such an array of situations and opportunities has enabled life to become more dynamic, stimulating, and productive for many, it is reported that vast numbers of individuals of all ages have responded with frustration and indecision or have experienced dissatisfaction resulting from poor choices.

The anxieties of people seem to emphasize the need for clear purposes, to know what they are for and against, to know where they are going and why. People need clear values which give direction for their personal and social lives, criteria for choosing what to do with their time, their energy, and their very being.

The determination of values historically has mainly rested with family, law, and religion. However, schools share this responsibility to help students clarify perceptions and values with respect to self and society. School programs should therefore supply adequate values oriented information, help to develop appropriate attitudes, and help to develop refining skills which will enable individuals to experience fulfilling personal lives and demonstrate progressively mature and responsible citizenship.

GOALS

I. RIGHTS AND RESPONSIBILITIES: To respect the idea that individuals not only have certain inalienable rights but also have responsibilities for their own actions and for the welfare of society.

II. AMERICAN VALUES: To become knowledgeable about the basic sources of American values.

III. INTERNATIONAL VALUES: To become knowledgeable about the background and values of other peoples.

IV. REFINEMENT OF VALUES: To develop a systematic process of forming a values system which has life span durability.

V. NATURE OF CONFLICT: To recognize and comprehend the nature of paradox, opposition, and conflict which influence individuals and society and then apply appropriate conflict resolving techniques for self and when working with others.

VI. POSITIVE SELF CONCEPT: To develop a commitment to a values system which will support a positive personal identity.

VII. SOCIETAL CEMENT: To develop a commitment to a core of values which serves as the cement of society.

SUBDIVISION OF GOALS

LEVELS I & II

I. RIGHTS AND RESPONSIBILITIES

A. Rights

1. Inalienable rights
2. Bill of Rights
3. Private ownership and enterprise
4. Education
5. Participation in government as a citizen and/or a candidate for office.

B. Responsibilities

1. Inalienable rights of others
2. Others' rights noted in the Bill of Rights
3. Private and public property and resources
4. Own education
5. Participant in governmental processes
6. Own physical and emotional health

II. AMERICAN VALUES

A. Origin and basis of the United States Constitution
B. Multi-cultural composition and influences in the United States
C. Structure and processes of free enterprise
D. Problem solving and ways of testing ideas
E. Creative arts

III. INTERNATIONAL VALUES

A. Similarities and variations among people
B. Patterns of racial movements from early locations to current mixtures
C. Major political, economic, social, and religious ideas and practices in the world
D. Scientific contributions of nations
E. Creative arts contributions of nations

IV. REFINEMENT OF VALUES

A. Values refinement processes

1. Values clarification
2. Moral reasoning
3. Values analysis
4. Moral education
5. Discrimination between terminal and instrumental goals
6. Use of literature to demonstrate experiences

B. Skill in group relationships

1. Resolving conflict in public issues
2. Peacemaker

C. Personal integrity and moral courage

D. Evaluation

V. NATURE OF CONFLICT

A. Conflict

1. Within the person

a. Moral dilemmas
b. Dependence and independence
c. Selfishness and unselfishness
d. Control and freedom

2. Between individuals
3. Between self and groups
4. Between self and international situations

B. Conflict resolution

1. Personal

a. Refinement of values
b. Minority rights
c. Acceptance of group decisions
d. Recourse or redress processes

2. Democratic process

a. Recognition and clarification of a problem
b. Researching information about points of view
c. Analysis of conflicting points of view
d. Determining position(s) to be supported
e. Polling participants to determine the desires of the majority
f. Implementing group decisions

VI. POSITIVE SELF CONCEPT

A. Dignity and worth of the individual

B. Personal identity

1. Strengths and weaknesses
2. Interests and disinterests
3. Likes and dislikes
4. Achievements and needs
5. Positive feelings and worries

C. Courage to be imperfect yet effort to improve

D. Personal relationships with others of varying ages

1. Family
2. Neighborhood and community
3. School
4. Church

VII. SOCIETAL CEMENT

A. Responsibility moves from self to others

1. Family
2. Friends
3. Neighborhood
4. Community
5. Beyond

B. Education in schools

C. Churches

D. Local groups to extended groups

E. Groups to individuals

F. Individuals to society

SUBDIVISION OF GOALS
LEVEL III

I. RIGHTS AND RESPONSIBILITIES

II. AMERICAN VALUES

- A. Multicultural composition of the United States.
- B. Common and unique values.
- C. Artistic values.

III. INTERNATIONAL VALUES

- A. Similarities and variations among people.
- B. Social and political ideas and values.
- C. Societal method and technology.
- D. Creative arts.

IV. REFINEMENT OF VALUES

- A. Value refinement processes.
- B. Skill in group relations to solve value problems.
- C. Modifying, identification, imitation - selecting ideas and values from other people.
- D. Personnel integrity and moral courage.
- E. Evaluation and long term refinement.

V. THE NATURE OF CONFLICT

- A. Conflict - within the person.
- B. Conflict between two people.
- C. Conflict between groups of people.
- D. Conflict between nations.
- E. Conflict resolution within the individual.
- F. Conflict resolution between two people.
- G. Conflict resolution between nations.
- H. Conflict resolution between groups
- I. Democratic process.

VI. POSITIVE SELF CONCEPT

- A. Dignity and worth of the individual.
- B. Personal identity.
- C. Interests and disinterests.
- D. Strongness and weaknesses.
- E. Positive feelings and worries.
- F. Courage to be imperfect, yet effort to improve.
- G. Personal relationships with others which can help one to understand who you are.

VII. SOCIETAL CEMENT

- A. Responsibility for self and others.
- B. Importance of an education, well informed population to a stable society.
- C. Common value systems: role, religion, patriotism.
- D. Strong individuals come from strong, healthy families.
- E. An integrated healthy society is desirable but rare.

SUBDIVISION OF GOALS
LEVEL IV

I. RIGHTS AND RESPONSIBILITIES

II. AMERICAN VALUES

- A. Multicultural composition and influences in United States.
- B. Problems of pluralism.
- C. Common and unique values.
- D. Origin and basis of the United States Constitution.
- E. Economic and social values.
- F. Artistic values.

III. INTERNATIONAL VALUES

- A. Similarities and differences among people.
- B. Patterns of racial movements from early locations to current mixtures.
- C. Major positions, economic, social, religious ideas and practices in the world.
- D. Scientific comparisons of various nations.
- E. Artistic contributions of various nations.

IV. REFINEMENT OF VALUES

- A. Values refinement processes.
- B. Modern, imitation, and selecting ideas from other people and literature.
- C. Skill in group relations.
- D. Personal integrity and moral courage.
- E. Evaluation and long term refinement.

V. THE NATURE OF CONFLICT

- A. Conflict
- B. Conflict resolution
- C. Democratic process.

VI. POSITIVE SELF CONCEPT

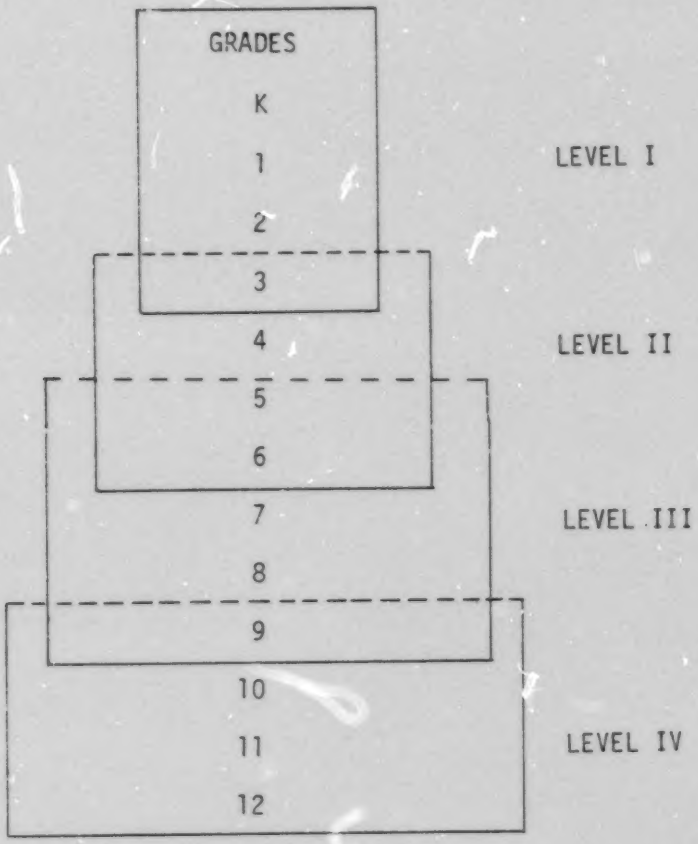
- A. Dignity and worth of the individual.
- B. Personal identity.
- C. Courage to be imperfect yet keep trying to improve.
- D. Family.
- E. Neighborhood and community.
- F. School.

VII. SOCIETAL CEMENT

- A. Responsibility for self and others.
- B. Importance of an educated, well informed population to a stable society.
- C. Common value systems: role, religion, patriotism.
- D. Strong individuals come from strong families.
- E. An integrated healthy society is desirable but rare.

ORGANIZATIONAL CHART FOR INSTRUCTION

The following chart indicates possible grade levels at which information may be presented. This provides for differences in student achievement and the variation in school curriculum plans.



The letter "B" found in the columns under the various academic subjects represents Basic (introductory) instruction in that discipline, while the "S" signifies a Supportive instructional role. Teachers covering objectives marked "S" should make sure that their students understand the objective marked "B", introduced in other subject areas where necessary basic objectives should be reviewed prior to indepth study.

INSTRUCTIONAL OBJECTIVES
I. RIGHTS AND RESPONSIBILITIES

LEVEL I

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Rights									
1. Inalienable rights									
a. Explain why each person has a right to have life protected. (201)		S			B				S
b. Defend the idea that animals have a right to have life protected from unwarranted harm or death. (201)		S		B					
c. Demonstrate how freedom is used to make choices in the classroom. (402)					B				S
d. Identify objects and activities which will help to develop happiness. (803)					B				S
2. Bill of Rights									
a. Discuss with other class members how choices are made to worship or not to worship. (206)		S			B				
b. Share personal ideas and feelings about a topic by participating in a value exploration session. (309)		S			B				S
c. Write personal ideas and feelings in a class or school newspaper. (108)		B			S				
d. Assemble in meetings and discuss topics of personal choice. (108)		B			S				S
e. Participate in a class court to decide if an accused student is guilty and should be penalized. (402)		S			B			S	
f. Arrange for a permit from the student judge or administrator in the school before searching another student's desk. (405)					B			S	
g. List and tell about the work of community helpers and others (police, judges, lawyers, etc.) who assure that the laws are followed. (405)		S			B			S	

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	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orientat. Success Pro
h. Identify the basic freedoms outlined in the Bill of Rights.(206)	S				B				
3. Private ownership and enterprise									
a. Explain documents (cash register slip, credit receipts, title, deed) showing personal or family ownership of items. (808)	S				B				
b. List things and places which are owned by students, family, people in the community, and the government. (408)					B	S			
c. Formulate a plan for future use or disposal of personal items. (803)	S				B				
d. Describe and role play at least two careers which are of special interest to the student. (804)	S				S	S		B	
e. Participate in a classroom work program and get paid according to a plan which is determined by the class to be fair. (806)					S			B	
4. Education--Explain personal beliefs about the idea that each child, regular or exceptional, has the right to an education. (410)	B				S				
5. Participation as a citizen or candidate.									
a. Vote on a ballot to choose room and/or school officers. (402)					B				S
b. Express ideas about some issue in writing or in person to the proper school or government official. (108)	B				S				S
c. Decide whether or not to run for a class or school office and take follow-up action. (113)	S				B				S
B. Responsibilities									
1. Inalienable rights of others									
a. Perform a kind act as a secret friend for another student who needs encouragement. (404)					B				S
b. Distinguish between inalienable rights and earned rights. (201)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
c. Implement a personal or class project to help animals in need. (603)				B	S				
d. Choose a classroom program (after examining alternatives) which will help personal growth. (306)					B				S
e. Develop and implement a plan to help another person secure items and activities which will add to real personal happiness. (407)					B				S
2. Bill of Rights									
a. Participate in a group discussion to name desirable qualities of other students who are different in some way than oneself. (202)		S			B				S
b. Defend another person's right to express ideas when they have been shared in the class. (112)		S			B				S
c. Arrange for a variety of students' ideas and feelings to be printed in the school newspaper. (112)		S			B				S
d. Support the right of others to assemble in special groups to consider topics of particular importance to themselves as long as they do not infringe on the rights of others. (411)		S			B				S
e. Help others to examine the evidence about a person's behavior before making a decision about it. (109)		S			B				S
f. Protect the property of others against being searched without permission from proper authority. (405)					B				S
g. Prepare a letter, newspaper article, or program expressing appreciation and respect for community helpers. (202)		S			B				
3. Private and public property and resources									
a. Allow the property of other students, teachers, or the school to remain safe even though not locked up. (205)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
b. List at least five ways others' property could be protected. (405)	S				B				S
c. Organize a service project to improve a property of the school or community. (306)						B			S
d. Use school equipment and materials in ways which will protect and conserve them. (605)					B				S
4. Participation in governmental processes									
a. Help with the election campaign of a preferred candidate for school office. (406)	S				B				S
b. Cooperate with class and school officers to complete accepted projects. (809)					B				S
c. Attend a school or local government meeting of officers to observe processes. (402)	S				B				
5. Own physical and emotional health									
a. Develop a habit of eating the food served in the school lunch program. (506)					S		B		S
b. Secure adequate rest each night. (503)					S		B		
c. Participate vigorously and cooperatively in the school's physical education program. (503)					S		B		
d. Practice safety rules at school and home. (514)								B	S
e. Find and enjoy desirable personal characteristics. (303)					S		B		
f. Find and compliment others for their desirable characteristics. (202)	S				S		B		S

II. AMERICAN VALUES

LEVEL I

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Origin and Basis of the United States Constitution									
1. Observe teacher's explanation with world globe showing other countries which have worked for freedom. (408)			S		B				
2. Listen to stories about pictures showing early American leaders who helped us to win independence and write the Constitution. (412)			S		B				
3. Compare ideas in the Constitution with practices in the class and school. (412)			S		B				
4. Produce a play about the writing and ideas of the Constitution. (412)			S		B	B			
B. Multicultural composition and influences in the U. S.									
1. Find continents and countries from which people have come to the U. S. (408)			S		B				
2. Point out on a map of the U. S. where the different nationalities have settled. (408)			S		B				
3. List some names and other words which have come from other countries. (408)		B	S	S	S				
4. Participate in music and dances which have come with immigrants from other countries. (708)					S	B			
C. Structure and processes of free enterprise									
1. Participate in discussion of a wall chart showing roles of producers (goods and services), processors, consumers, and government. (801)			S		B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
2. Listen to parents tell how they chose their work and what they do. (808)			S		B			S	
3. View A.I.T. films in the series, "Trade-Offs," about economics. (801)			S		B				
4. Role play economic activities. (804)			S		S	B		S	
5. Organize a miniature free enterprise society in the class. (806)						B		S	
D. Problem solving and ways of testing ideas									
1. Define a problem or idea. (101)			S	B					S
2. Gather information about the problem or idea. (102)			S	B					S
3. Experiment with the problem or idea. (104)				B					S
4. Examine findings. (103)				B					S
5. Draw conclusions. (105)			S	B					S
E. Creative arts									
1. Sing or listen to music composed in the U. S. (708)			S		S	B		S	
2. Perform dances which were created in the U. S. (708)					S	B		S	
3. View films of plays written in the U. S. (708)			S		S	B		S	
4. Examine works of American artists. (708)						B		S	
5. Read pieces by American writers. (701)			S		S	B		S	

III. INTERNATIONAL VALUES

LEVEL I

At the completion of the level indicated, the student will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Similarities and variations among people									
1. Describe the characteristics which most people have in common. (202)	S		S	S		B			S
2. Compare students in the class to determine physical similarities and differences. (202)				S		B			S
3. Listen to language similarities and differences from various parts of the world. (202)	B			S					S
B. Patterns of racial movements from early locations to current mixtures									
1. Designate locations on a world globe where the several racial groups were found during the 1700's. (408)	S			B					
2. Trace on an activity globe the movements of racial groups to new continents. (408)				B	S				
3. Determine the racial mixtures which resulted in different parts of the world. (408)	S			B					
C. Major political, economic, social, and religious ideas and practices in the world									
1. Describe three of the most common types of political government in the world. (408)	S			B					
2. Describe the economic pattern in each of three political approaches found in the world. (408)	S			B					
3. Tell about different family patterns found in the world. (403)	S			B					
4. Explain non-family social influences found in different parts of the world. (408)	S			B					

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
5. Identify practices of various religious groups in different areas of the world. (206)		S			B				
D. Scientific contributions of nations									
1. Name great scientists and their nations. (407)				B	S				
2. Research prominent scientific discoveries and inventions of various nations. (203)		S		B	S				
3. Study the development of the major numeration, computing, and measurement systems of the world. (203)		S	B	S					
4. Explain how scientific discoveries and inventions in other nations have influenced life in this country. (407)		S		B	S				
E. Creative arts contribution of nations									
1. Sing or listen to music composed in a variety of other countries. (708)		S			S	B			
2. Perform or view dances enjoyed by people in other countries. (708)					S	B			
3. Produce or view plays from other countries. (708)		S			S	B			
4. Examine the works of artists who lived in a variety of countries. (708)		S				B			
5. Select, display, and discuss an art piece of the week. (703)		S			S	B			
6. Read or listen to representative prose and poetry from other countries. (708)		S			S	B			

IV. REFINEMENT OF VALUES

LEVEL I

At the completion of the level indicated, students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
A. Values refinement processes										
1. Identify a value, then test it by Rath's and Simon's checks as to whether it would be (a) chosen freely, (b) chosen from among alternatives, (c) chosen after thoughtful consideration of alternatives, (d) prising and cherishing, (3) affirming, (f) acting upon the choice, and (g) repeated. (104)	S	S	S	B	S	S	S	S	S	
2. Apply Kohlberg's ideas by naming a class rule, then deciding what punishment one should receive if the rule is broken. (405)	S		S	B		S	S		S	
3. Apply Applegate and Evans' values analysis by taking a position on a social issue, listing reasons for and against the position, and checking to see if the original position is still held. (104)			S	B		S	S		S	
4. Discuss feelings of others with respect to one of Flinders' seven objectives for values development: (a) freedom to act, (b) self-identity, (c) self-discipline, (d) mutual respect, (e) self-development, (f) personal responsibility, and (g) self-reliance. (307)			S	B		S	S		S	
5. List three personal goals which would be short-range and three long-range. (104)				S		S	S	B	S	
6. Examine situations in literature which demonstrate values, experiences, and development. (103)	B			S						
B. Skill in group relationships										
1. Resolving conflict in public issues.										

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
a. Examine conflicting desires of students in the class to determine which would agree most with school rules. (103)		B			S				S
b. Vote for student officers after examining their campaign ideas. (105)		B			S				S
2. Peacemaker									
a. Help those holding different points of view to list alternative positions between the two and to select one which could be fairly acceptable to both. (105)		B			S		S	S	S
b. List the desirable and less desirable aspects of each side of an argument. (401)		B			S		S		S
C. Personal integrity and moral courage									
1. Explain that small amounts of money will be placed at various places in the room from time to time to find out how long it can be left without being taken. (205)					B		S		S
2. Vote to select a good example of one who can behave in a desirable way even if friends do not. (205)		S			B				S
D. Evaluation									
1. Monitor personal behaviors to determine their extent of agreement with stated values. (205)		S			B				S

V. NATURE OF CONFLICT

LEVEL I

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
A. Conflict										
1. Within the person:										
a. Moral dilemmas										
(1) Express several actions which a student might take after seeing a friend take money from another student's desk. (402)	S				B					S
(2) Identify worries which might arise in the mind of a student who had gotten another student in serious trouble by not telling the truth. (307)	S				B					S
(3) Express possible feelings of a student whose friend wanted them to do something not acceptable to their parents. (307)	S				B		S	S		S
b. Dependence and independence										
(1) List ways students in the class are sometimes dependent upon parents, teachers, or other students. (407)	S				B					S
(2) Determine which ways of being dependent are helpful and which are limiting to the student. (105)	S				B					S
(3) Role play examples of problems or successes students might have in behaving dependently and independently. (708)	S				S	B				S
c. Selfishness and unselfishness										

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
(1) Determine similarities and differences between caring for self and selfishness. (103)	S			B					S
(2) Role play examples of selfishness and unselfishness, then express personal feelings in response to observations. (103)	S			S	B	S	S		S
d. Control and freedom									
(1) Compare the general extent of external control and freedom generally expected at different levels of maturity. (103)	S			B					S
(2) Experiment with different amounts of teacher control. (307)	S			B					S
(3) Discuss the question, "Do all people require the same amount of external control at any age?" (205)	S			B					S
(4) Express personal feelings resulting from appropriate behavior during periods of considerable freedom. (307)	S			B					S
2. Between individuals									
a. Discuss the question, "What feelings develop between a selfish person and associates?" (309)	S			B			S		S
b. Read and discuss stories involving conflict between individuals. (309)	B			S					
c. Identify common situations which result in conflict between individuals in the classroom, on the playground, in the school bus, or at home. (309)	S			B			S	S	S
3. Between self and groups									

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
a. Describe situations in which an individual might seem right or wrong while differing in idea or behavior with a group at school, home, or play. (307)		S			B		S			S
b. Evaluate the positions of individuals in literature selections who differ with groups with whom they have contact. (307)		B			S					
4. Between self and international situations										
a. Respond to stories about happenings in other countries with respect to extent of agreement or disagreement. (307)		S			B					
b. Explore personal ability to allow people in other countries to live by different standards or customs than oneself. (408)		S			B					
B. Conflict resolution										
1. Personal										
a. Refinement of values										
(1) Review processes of examining values and choosing a position when there is a conflict. (111)		S			B		S			S
(2) Practice application of the refinement process(es) using simulation and real situations involving the students. (111)		S			S	B	S			S
b. Minority rights										
(1) Discuss the question, "Does anyone always belong to the majority?" (103)		S			B					S
(2) Explore the rights and responsibilities of minorities in varying situations. (103)		S			B					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
(3) Experiment with fairness to both the minority and the majority in each of a variety of situations. (104)	S			S	B					S
c. Acceptance of group decisions										
(1) Differentiate between situations in which group decisions would or would not usually be binding on the individual. (105)	S			B						S
(2) Explore the idea that a personal values system helps an individual decide how to respond to group decisions. (205)	S			B						S
d. Recourse or redress processes										
(1) Restate exactly who did what during an incident when one felt one was not dealt with fairly, then ask: "Is that the whole story?" (109)	S			B						S
(2) Conference openly with a responsible person who is in a position to help. (104)	S			B						S
(3) Behave as fairly in implementing a redress process as others are expected to be. (402)	S			B						S
2. Democratic process										
a. Recognition and clarification of problem										
(1) List several statements which might describe a situation where a choice must be made. (108)	B	S	S	S	S	S	S	S	S	S
(2) Select the statement which most nearly describes the situation in number one. (105)	B			S						S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
(3) Analyze the statement to assure that it relates to one problem. (103)	B			S					S
(4) Rephrase the statement to make it as clear and descriptive as possible. (108)	B			S					S
b. Researching information about points of view.									
(1) List many types of information sources which would represent different points of view about the particular problem. (102)	B			S					
(2) Study the sources by reading, listening, viewing, or interviewing. (115)	B			S					
(3) Record notes about the various points of view. (103)	B			S					
(4) Organize notes with respect to points of view. (103)	B			S					
c. Analysis of conflicting points of view									
(1) Determine the amount of evidence for and against each point of view. (103)	B			S					
(2) Determine the power of each item of evidence with respect to one's values. (205)	B			S					
d. Determining position(s) to be supported									
(1) List possible choices. (108)	B			S					S
(2) Prioritize possible choices from the most desirable to the most undesirable. (103)	B			S					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
(3) Determine whether the selection must be limited to a single item. (105)		B			S					S
(4) Select the most desirable choice(s). (105)		S			B					S
e. Polling participants to determine the desires of the majority										
(1) List possible choices. (108)		B			S					S
(2) Clarify the meaning of each choice. (108)		B			S					S
(3) Vote as privately as possible. (404)		S			B					S
(4) Determine which choice(s) received the most votes. (103)			B		S					S
f. Implementing group decisions										
(1) Clarify the meaning of the decision(s). (108)		B			S					S
(2) Organize participants as to who will do what, when, and how. (406)		S			B					S
(3) Monitor progress of each assignment. (106)			B		S					S

VI. POSITIVE SELF-CONCEPT

LEVEL I

At the completion of the level indicated, the students will:

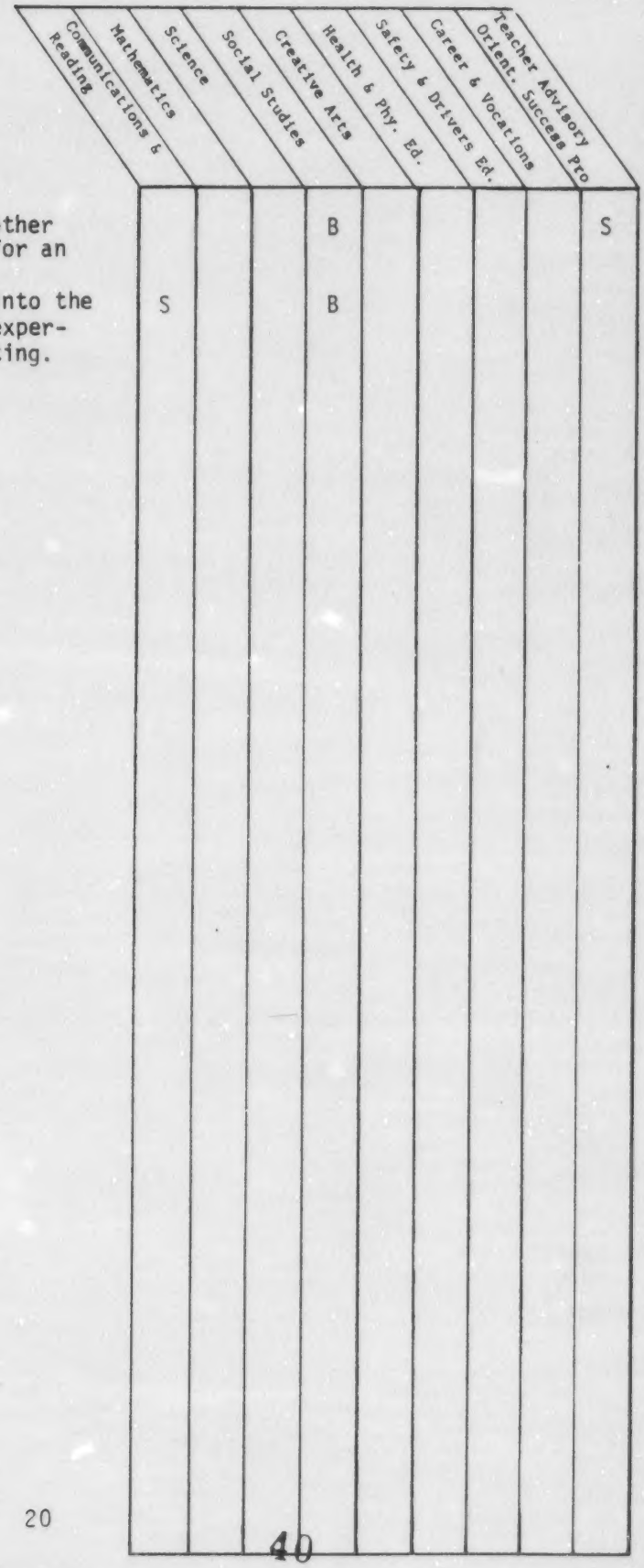
	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
A. Dignity and worth of the individual										
1. Tell at least five ways in which other people have given helpful service to the student. (404)	S	S	S	B	S	S	S		S	
2. Tell at least three reasons why one can feel good about oneself. (303)	S			B					S	
3. Describe at least three helping actions which the student has rendered for others. (404)	S			B					S	
B. Personal identity										
1. Strengths and weaknesses										
a. Describe at least three desirable traits of character which have been observed by oneself. (303)	S			B					S	
b. Describe at least three types of behavior which make oneself feel proud. (302)	S			B					S	
c. Name at least three personal habits which need improvement. (304)	S			B					S	
d. Name at least three ways of interacting with others which could be improved by oneself. (304)	S			B					S	
2. Interests and disinterests										
a. List three types of activities at school which are particularly enjoyable. (306)	S			B					S	
b. Describe hobbies which are enjoyed outside of school. (307)	S			B					S	
c. List two types of activities at school which are not particularly enjoyable. (304)	S			B					S	
d. Name at least three activities away from school which you would not eagerly participate in. (105)	S			B					S	

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
3. Likes and dislikes									
a. Name at least five foods which are very flavorful. (303)							B		S
b. Name five people whose association is particularly enjoyable and explain why. (305)			S		B				S
c. Describe three types of behavior in others which are disliked. (108)			S		B				S
d. Name two types of library books which would probably not be chosen for personal reading. (303)			B						S
4. Achievements and needs									
a. Describe at least three of one's own achievements in school activities. (302)			S		B				S
b. Describe at least three of one's own achievements in non-school activities. (302)			S		B				S
c. Name at least two areas in school activities which need improvement. (304)					B				S
d. Name two activities at home which need to be improved. (304)					B				S
5. Positive feelings and worries									
a. Describe at least three types of school experiences which result in happy feelings. (305)			S		B				S
b. Describe at least three types of non-school experiences which result in happy feelings. (305)			S		B				S
c. Describe at least two types of experiences at school which do or could cause worried feelings. (304)			S		B				S
d. Describe at least two types of experiences in non-school associations which do or could cause worried feelings. (304)			S		B				S

C. Courage to be imperfect yet effort to improve

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
1. Describe two situations in which a personal error was made, but it was accepted as a learning experience without undue anxiety.		S			B					S
2. Tell about two situations in which others were helped to accept their errors as learning experiences without undue anxiety. (304)		S			B					S
3. Name one or more types of personal behavior which have been improved. (302)					B					S
4. Name one or more types of personal behavior which yet need to be improved. (304)					B					S
D. Personal relationships with others of varying ages										
1. Family										
a. Plan and implement with the family an activity at home which all can enjoy together. (406)		S			B					
b. Plan and implement with the family a project which would help someone in or beyond the family. (406)		S			B					
2. Neighborhood and community										
a. Gather neighborhood young people together to play games. (406)					S		B			
b. Attend or participate in a community athletic or creative arts program. (508)						S	B			
3. School										
a. Invite other grade levels to read stories to the class. (701)		B			S					
b. Present personal or class science (social studies, etc.) activities to other grade levels. (401)		S		B						
4. Church										

a. Combine with groups of other ages to do a kind deed for an elderly person. (202)
b. Invite an older person into the group to tell personal experiences which were uplifting. (202)



VII. SOCIETAL CEMENT

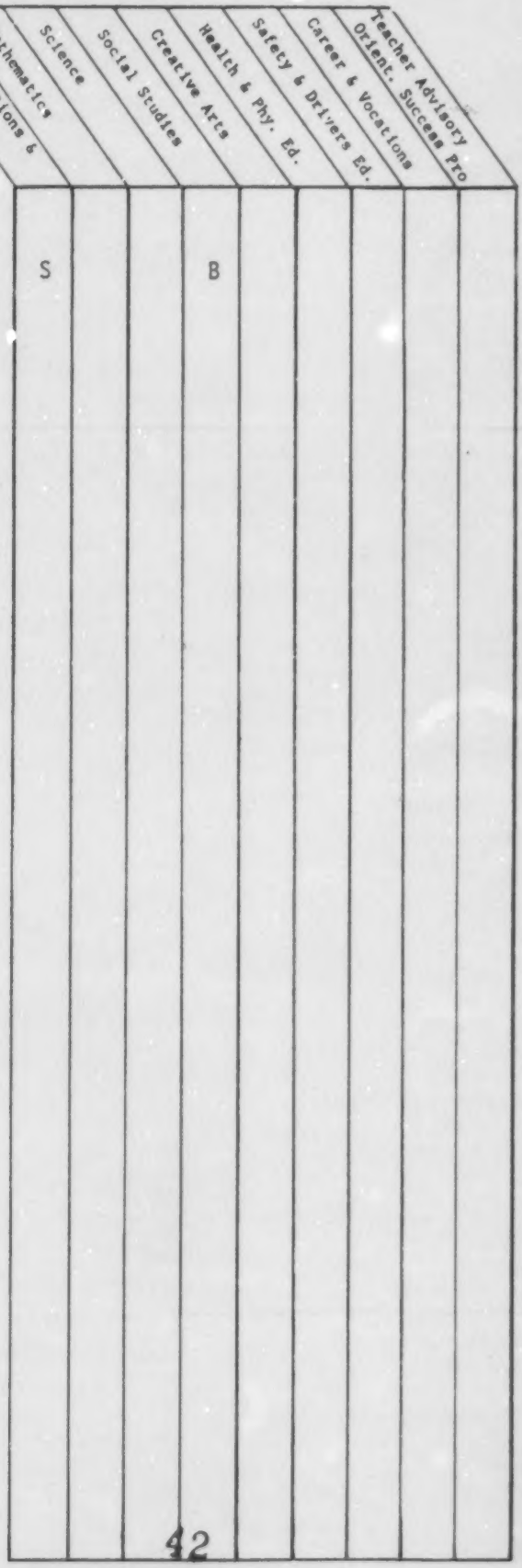
LEVEL I

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Responsibility moves from self to others									
1. Plan, perform, and report a supportive act for one's own family. (Family) (403)	S				B				
2. Invite at least one person in the class who needs friendship to participate with you or your group in some desirable activity. (Friends) (202)					B				S
3. Choose at least one other person and implement a service project for someone in the home neighborhood who needs such help. (Neighborhood) (202)					B				S
4. Develop and implement an entertainment program or service activity for a local group who needs encouragement. (Community) (411)						B			S
5. Select a needy group beyond the community and carry out a project to help them. (Beyond) (411)	S				B				
B. Education in school									
1. Discuss ways that attending school helps a person to be a better citizen in the home and community. (802)	S				B				S
C. Churches									
1. List ways that teaching from these sources help to develop personal values, obedience to law, and civil authority. (205)	S				B				
D. Local groups to extended groups									
1. Describe examples of strong local groups combining to form a strong extended group. (407)	S				B				

E. Groups to individuals

1. Discuss how groups with people who participate well together tend to develop (1) supportive followers and (2) productive leaders. (406)



INSTRUCTIONAL OBJECTIVES
I. RIGHTS AND RESPONSIBILITIES

LEVEL II

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Rights									
1. Inalienable rights									
a. Determine sources of the concept that each individual has a right to have life protected. (201)		S			B				
b. Analyze the appropriateness of (1) securing meat for human consumption, (2) medical and psychological experimentation with animals, and (3) protection of animals from unwarranted harm or death. (201)		S		B					
c. Trace the development of ideas supporting personal liberty through the centuries. (402)		S			B				S
d. List and compare a variety of ways in which people strive to achieve happiness. (803)					B				S
2. Bill of Rights									
a. Discuss different patterns of worship and why they are important to people. (206)		S			B				
b. Participate in a discussion about a current issue by expressing personal ideas and feelings. (108)		S			B				S
c. Write student editorials and letters to the editor for a class, school, or local newspaper. (108)		B			S			S	
d. Assemble in special interest groups and discuss issues of current importance. (108)		B			S				S
e. Organize a class court similar to a city court and try students accused of breaking a school rule. (402)		S			B				
f. Arrange for a permit from a student judge or administrator in the school before searching another student's desk. (405)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
g. Produce charts showing the powers and limitations of law-related officers in the community (police, judge, lawyers, etc.) (405)					B	S			S
3. Private ownership and enterprise									
a. Display and explain documents (cash register slip, credit card receipt, title, deed) showing personal, family, organization, or government ownership of item. (808)			S		B				
b. Visit the county courthouse offices and examine records as evidence of personal ownership. (102)			S		B				
c. Formulate a plan for future purchase, use, or disposal of personal items. (803)			S	S	B				
d. Research preparation and work experiences for at least two careers which are of special interest to the student and interview a person so employed. (804)			S		S				B
e. Develop a miniature economic society in the class and earn income by following predetermined business guidelines. (806)				S	B				
4. Education									
a. Record information about laws which assure the right of education to each child, whether regular or exceptional. (410)			S		B				
b. Interpret personal beliefs with respect to the laws mentioned in (a). (410)			S		B				
5. Participation as a citizen or candidate.									
a. Vote on a ballot to choose room and/or school officers. (402)					B				S
b. Organize a forum for community officers and other guests to present their points of view about a local issue. (112)			B		S				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
c. Plan and implement a campaign to achieve a school or community need (ex.: traffic safety, home and community beautification, park improvement, etc.). (402)	S			B					S
d. Decide whether or not to run for a class or school office and take follow-up action. (113)				B					S
B. Responsibilities									
1. Inalienable rights of others									
a. Perform a series of kind acts as a secret friend for another student who needs encouragement. (404)				B					S
b. Cooperate with the local humane society to implement a personal, small group, or class project to improve some aspect of the living conditions of animals. (201)	S		B	S		S			
c. Choose a personal, small group, or class project after examining alternatives to improve the facilities or relationships at school. (306)	S			B					S
d. Develop and implement a plan to help another person extend talents or secure items which will add to personal happiness. (407)	B			S					S
2. Bill of Rights									
a. Describe aspects of various churches or religions which help participants to have positive experiences. (203)	B			S					
b. Respond respectfully to other students' expressions whether in agreement or disagreement. (112)	S			B					S
c. Conduct a survey on student opinion about a school or local issue and print it in the school and/or local newspaper. (112)	B			S					
d. Assemble in special interest groups and consider action to be taken with respect to topics of particular importance to the group. (411)	B			S					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
e. Help others to examine the evidence about a person's behavior before making a decision about it. (109)	S			B					S
f. Protect the property of others against being searched without permission from proper authority. (405)				B			S		
g. Prepare a letter, newspaper article, or program expressing appreciation and respect for those employed to serve and protect the community. (202)	B			S					
3. Private and public property and resources									
a. Behave in such a way that the property of other students, teachers, or the school remains safe even though it is not locked up. (205)				B			S		S
b. Describe several property owner groups (ex.: individuals, families, corporations, government) and the typical types of property owned by each. (808)	S			B					
c. Organize and complete a service project to improve a property of a citizen, the school, or community. (306)				B					S
d. Use school equipment and materials in ways which will protect and conserve them. (605)				B			S		S
4. Own education									
a. Cooperate with the teacher(s) and parents to determine personal strengths and needs. (802)	S		S	B	S	S		S	S
b. Participate in educational program planning sessions which relate to personal strengths and needs. (803)				B		S			S
c. Participate in learning experiences in such a way as to support personal and group learning. (805)									S
5. Participation in governmental processes.									

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
a. Help with the election campaign of a preferred candidate for school or civic office. (406)			S		B	S			S
b. Cooperate with class, school, or civil officers to complete accepted projects. (809)					B				S
c. Attend a school or local government meeting of officers to observe and contribute to the official business. (402)					B				S
6. Own physical and emotional health									
a. Develop a habit of eating the food served in the school lunch program and encourage younger students to do so. (506)			S		S		B		
b. Secure adequate rest each night. (503)					S		B		
c. Participate vigorously and cooperatively in the school's physical education program. (503)					S		B		
d. Practice safety rules at school, home, and in the community. (514)					S			B	S
e. Find, enjoy, and strengthen desirable personal characteristics. (303)					B				S
f. Find desirable characteristics of others and compliment them. (202)			S		B				

II. AMERICAN VALUES

LEVEL II

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Constitution									
1. Research the efforts to gain freedom for citizens by other countries which then influenced the thinking of early leaders in the United States. (408)			S		B				
2. Study the lives and political thinking of early American leaders who helped the colonies to win independence and write the Constitution. (412)			S		B				
3. Compare ideas in the Constitution with practices in the class, school, and civic governments. (412)			B		S				
4. Write and produce a readers' theater or play about the writing and ideas of the Constitution. (412)			S		S	B			
B. Multicultural composition and influences in the U. S.									
1. Designate the continents and countries from which people have come to the U. S. (408)			S		B				
2. Determine the purposes and means which brought different peoples to the U. S. (408)			S		B				
3. Represent on a bulletin board map of the U. S. where the different nationalities have settled. (408)			S		S	B			
4. Analyze names and other words which have come from other countries. (408)			B		S				
5. Participate in music, art, dance, drama, and literature experiences by using works from other countries. (708)					S	B			

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
C. Structure and process of free enterprise										
1. Analyze and interpret an economics flow chart showing roles of producers (goods and services), processors, consumers, government, and international exchanges. (801)		S			B				S	
2. Listen to parents and other guests explain preparations for their careers and how they fit into the process of economic flow. (808)		S			S				B	
3. View the A.I.T. films, "Trade-offs," about economics and participate in the suggested activities. (801)					B				S	
4. Develop and use an economics and free enterprise vocabulary. (804)		B			S				S	
5. Role play a variety of interactions representative of different phases of the economic flow. (802)		S			S	B			S	
6. Determine how class members play real parts in the economic flow. (802)		S			B				S	
7. Plan and implement money earning projects to support improvements in the school which are important to the students. (606)			S		S				B	
D. Problem solving and ways of testing ideas										
1. Define a problem or idea. (101)		B			S					S
2. Gather information about the problem or idea. (102)		B			S					S
3. Experiment with the problem or idea. (104)		S			B					S
4. Examine findings. (103)		B	S		S					S
5. Draw conclusions. (105)		B			S					S
E. Creative arts										
1. Sing or listen to music composed in the U. S. (708)					S	B			S	

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
2. Learn or view dances which were created in the U. S. (708)					S	B	S		S
3. View films of plays written in the U. S. (708)	S				S	B			S
4. Examine visual art works of U. S. artists. (708)					S	B			S
5. Read pieces by U. S. writers. (701)	S				S	B			
6. Familiarize oneself with the lives of U. S. artists. (708)	S				S	B			S
7. Extend talents in the area(s) of creative arts where personal interests and aptitudes are strongest. (702)	S				S	B			S

III. INTERNATIONAL VALUES

LEVEL II

At the completion of the level indicated, students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Similarities and variations among people									
1. Describe physical, social, and emotional characteristics which most people have in common. (202)	S			B		S			S
2. Organize a panel discussion including people of different races to treat the topic, "The Physical, Social, and Emotional Characteristics of My Ancestral People." (202)	S			B		S			
3. Compare language similarities and differences from various parts of the world. (202)	B			S					S
B. Patterns of racial movements from early locations to current mixtures									
1. Construct world globes from balloons and paper-mache and use paint colors to designate locations of racial groups during the 1700's. (408)			S	B	S				
2. Trace on balloon paper-mache world globes, the movements of racial groups to new continents. Record dates as space will allow. (408)				B	S				
3. Record by colored dots on world activity globes the current density of races in the various world locations. (408)		S		B	S				
4. Determine how and why the races moved from their home lands to new parts of the world. (408)			S	B				S	
5. Determine the source and number of people from other countries now living in one's local community. (408)		S		B					
C. Major political, economic, social, and religious ideas and practices in the world									

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
1. Describe at least four types of political governments found in the world and list countries which have each type. (408)			S		B				
2. Describe the typical economic pattern applied in each of the political approaches noted in objective #1. (408)			S		B				
3. Study the different family patterns found in the world. (403)			S		B				
4. Explain non-family social influences found in different parts of the world. (408)			S		B				
5. Describe ideas and practices of various religious groups in different parts of the world. (206)			S		B				
D. Scientific contributions to nations									
1. Report the names and contributions of great scientists in various nations. (407)			S	B	S				
2. Report in some detail and demonstrate if possible prominent scientific discoveries and inventions of various nations. (203)			S	B	S				
3. Study the development and spread of the major numeration, computing, and measurement systems of the world. (203)		B			S				
4. Analyze the effects which various scientific discoveries and inventions have had on the world's people. (407)			S	B	S				
E. Creative arts contributions of nations									
1. Sing or listen to music composed in a variety of other countries. (708)			S		S	B			
2. Perform or view dances enjoyed by people in other countries. (708)					S	B			

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
3. Produce or view plays from other countries. (708)			S			S	B			
4. Examine the works of artists who lived in a variety of countries. (708)			S			S	B			
5. Select, display, and discuss an art piece of the week. (703)			S				B			
6. Read or listen to representative prose and poetry from other countries. (708)			S			S	B			

IV. REFINEMENT OF VALUES

LEVEL II

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Values refinement processes									
1. Explain at least two values refinement processes from the following: (a) values clarification by Raths and Simon, (b) moral reasoning by Kohlberg, (c) value analysis by Applegate and Evans, (d) moral education by Flinders, or discrimination between terminal and instrumental goals. (108)		S			B				S
2. Select the classes preferred process of values refinement after discussing each listed in #1 above. (105)					B				S
3. Test the appropriateness of a values problem solution found in literature by applying one of the above refinement processes to it. (104)		B			S				
B. Skills in group relationships									
1. Resolving conflict in public issues.									
a. Debate a local issue and vote to determine the class preference. (103)		B			S				
b. Brainstorm the pros and cons of a school issue, then have representative students explain on which values they would base their preferences. (105)		B			S				S
2. Peacemaker									
a. Perform at least one kind deed each day for two weeks for a person you have had negative feelings about. (201)					B				S
b. Help two people who disagree about a topic and explore various alternatives which might be mutually acceptable. (401)		B			S				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
C. Personal integrity and moral courage									
1. Role play a series of situations which students suggest as real to their experiences. (708)	S			S	B				S
2. Describe examples of personal integrity and moral courage which students have deliberately looked for in others during a one-week period. (205)	B			S					S
D. Evaluation									
1. Record personal and group values. (205)		S		B					S
2. Monitor personal behaviors to determine their extent of agreement with stated values. (205)		S		B					S

V. NATURE OF CONFLICT

LEVEL II

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Conflict									
1. Within the person									
a. Moral Dilemmas									
(1) Evaluate pros and cons of actions which a student might take after seeing a friend copy from another student during a competitive test. (402)		S			B				S
(2) Discuss possible worries and related problems which might result from one student getting another student into serious trouble by not telling the truth. (307)		S			B				S
(3) Analyze alternative actions and resultant feelings which might be experienced by a student whose friend wanted them to do something contrary to school rules. (307)		S			B				S
b. Dependence and independence									
(1) Brainstorm ways students in the class or in other groups are sometimes dependent upon and independent of parents, teachers, or other students. (407)		S			B				S
(2) Explain which ways of being dependent and independent are helpful and which are harmful to a student and why. (105)		S			B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
(3) Role play examples of problems or successes students might have in behaving dependently or independently. (708)	S			S	B				S
c. Selfishness and unselfishness									
(1) Give examples observed in life or in literature which demonstrated selfishness and unselfishness. (103)	B			S			S		
(2) Role play examples of selfishness and unselfishness, then express personal feelings in response to observations. (103)	S			S	B				S
d. Control and freedom									
(1) Compare the general extent of external control and freedom at different levels of maturity. (103)	S			B					S
(2) Discuss the question, "Do all people require the same amount of external control at any age?" (205)	B			S					S
(3) Experiment with different amounts of teacher control. (307)				B					S
(4) Express personal feelings resulting from observed behaviors of self and others during periods of both external control and freedom. (307)	B			S					S
2. Between individuals									
a. Discuss types of conflict which tend to develop between individuals of different ages. (309)	S			B					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
b. Read and discuss stories involving conflict between individuals. (309)	B				S				
c. Identify common situations which result in conflict between individuals in the classroom, other school situations, at home, and other places. (309)					B				S
3. Between self and groups									
a. Describe situations in which an individual might differ with the ideas or behaviors of a group. (307)	S				B				S
b. Evaluate the positions of individuals in literature selections who experience conflict with groups with whom they have contact. (307)	B				S				
4. Between self and international situations									
a. Respond to newspaper, magazine, radio or television reports, or literature about happenings in other countries with respect to extent of agreement or disagreement. (307)	B				S				
b. Compare personal ideas and customs with those in various other countries. (408)	S				B				
B. Conflict resolution									
1. Personal									
a. Refinement of values									
(1) Review processes of examining values and choosing a position when there is a conflict. (111)	S				B				S
(2) Practice application of the refinement process(es) using simulation and real situations involving the students. (111)	S				S	B			S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
b. Minority rights									
(1) Describe the groups that students belong to as minorities and others as majorities. (202)	S			B					S
(2) Explore the rights and responsibilities of minorities and majorities in varying situations. (103)	S			B					S
c. Acceptance of group decisions									
(1) Differentiate between situations in which group decisions would or would not usually be binding on the individual. (105)	S			B					S
(2) Explore how a personal values system helps an individual decide how to respond to group decisions. (205)	S			B					S
d. Recourse of redress processes									
(1) Omit test perceptions of an incident when one felt one was not dealt with fairly by restating to a dependable observer exactly who did what. (109)	S			B					S
(2) Conference openly with a responsible person who is in a position to help one with a conflict. (104)	S			B					S
(3) Initiate redress procedures with the person who has proper authority. (402)	S			B					S
2. Democratic process									
a. Recognition and clarification of a problem. (101)	S			B					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
(1) List several statements which might describe a situation where a choice must be made. (108)	B	S	S	S	S	S	S	S	S
(2) Select the statement which most nearly describes the situation in number one. (105)	B			S					S
(3) Analyze the statement to assure that it relates to one problem. (103)	B			S					S
(4) Rephrase the statement to make it as clear and descriptive as possible. (108)	B			S					S
b. Researching information about points of view									
(1) List many types of information sources which would represent different points of view about the particular problem. (102)	B			S					
(2) Study the sources by reading, listening, viewing, or interviewing. (115)	B			S					
(3) Record notes about the various points of view. (102)	B			S					
(4) Organize notes with respect to points of view. (103)	B			S					
c. Analysis of conflicting points of view									
(1) Determine the amount of evidence for and against each point of view. (103)	B			S					
(2) Determine the power of each item of evidence with respect to one's values. (205)	B			S					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
d. Determining position(s) to be supported									
(1) List possible choices. (108)	B			S					S
(2) Prioritize possible choices from the most desirable to the most undesirable. (103)	B			S					S
(3) Determine whether the selection must be limited to a single item. (105)	B			S					S
(4) Select the most desirable choice(s). (105)	S			B					S
e. Polling participants to determine the desires of the majority									
(1) List possible choices. (108)	B			S					S
(2) Clarify the meaning of each choice. (108)	B			S					S
(3) Vote as privately as possible. (404)	S			B					S
(4) Determine which choice(s) received the most votes. (103)		B		S					S
f. Implementing group decisions									
(1) Clarify the meaning of the decision(s). (108)	B			S					S
(2) Organize participants as to who will do what, when, and how. (406)	S			B					S
(3) Monitor progress of each assignment. (106)		B		S					S

VI. POSITIVE SELF-CONCEPT

LEVEL II

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
A. Dignity and worth of the individual										
1. Tell at least five ways in which other people have given helpful service to the student. (404)	S	S	S	B	S	S	S		S	
2. Tell at least three reasons why the student can feel good about oneself. (303)	S			B					S	
3. Describe at least three helping actions which the student has rendered for others. (404)	S			B					S	
B. Personal identity										
1. Strengths and weaknesses										
a. Describe at least three desirable traits of character which have been observed by oneself. (303)	S			B					S	
b. Describe at least three types of behavior which make oneself feel proud. (302)	S			B					S	
c. Name at least three personal habits which need improvement. (304)	S			B					S	
d. Name at least three ways of interacting with others which could be improved by oneself. (304)	S			B					S	
2. Interests and disinterests										
a. List three types of activities at school which are particularly enjoyable. (306)	S			B					S	
b. Describe hobbies which are enjoyed outside of school. (307)	S			B					S	
c. List two types of activities at school which are not particularly enjoyed. (304)	S			B					S	

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
d. Name at least three activities away from school in which one would not eagerly participate. (105)		S			B				S
3. Likes and dislikes									
a. Name at least five foods which are very flavorful. (303)							B		S
b. Name five people whose association is particularly enjoyable and explain why. (305)		S			B				S
c. Describe three types of behavior in others which are disliked. (108)		S			B				S
d. Name two types of library books which would probably not be chosen for personal reading. (303)		B							S
4. Achievements and needs									
a. Describe at least three of one's own achievements in school activities. (302)		S			B				S
b. Describe at least three of one's own achievements in non-school activities. (302)		S			B				S
c. Name at least two areas in school activities which need improvement. (304)					B				S
d. Name two activities at home which need to be improved. (304)					B				S
5. Positive feelings and worries									
a. Describe at least three types of school experiences which result in happy feelings. (305)		S			B				S
b. Describe at least three types of non-school experiences which result in happy feelings. (305)		S			B				S
c. Describe at least two types of experiences at school which do or could cause worried feelings. (304)		S			B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. - Success Pro
d. Describe at least two types of experiences in non-school associations which do or could cause worried feelings. (304)		S			B				S
C. Courage to be imperfect yet effort to improve									
1. Describe two situations in which a personal error was made but it was accepted as a learning experience without undue anxiety. (304)		S			B				S
2. Tell about two situations in which others were helped to accept their errors as learning experiences without undue anxiety. (304)		S			B				S
3. Name one or more types of personal behavior which have been improved. (302)					B				S
4. Name one or more types of personal behavior which yet need to be improved. (304)					B				S
D. Personal relationships with others of varying ages									
1. Family									
a. Plan and implement with the family an activity at home which all can enjoy together. (406)		S			B				
b. Plan and implement with the family a project which would help someone in or beyond the family. (406)		S			B				
2. Neighborhood and community									
a. Gather neighborhood young people together to play games. (406)					B				S
b. Attend or participate in a community athletic or creative arts program. (508)				S	B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
3. School									
a. Invite other grade levels to read stories to the class. (701)		B			S				S
b. Present personal or class science, social studies, etc. activities to other grade levels. (401)		S		B					
4. Church									
a. Combine with groups of other ages to do a kind deed for an elderly person. (202)		S			B				S
b. Invite an older person into the group to tell personal experiences which were uplifting. (202)		S			B				

VII. SOCIETAL CEMENT

LEVEL II

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Responsibility moves from self to others									
1. Plan, implement, and report a special activity for your family to do together. (Family) (403)		S			B				
2. Involve at least one person who needs friendship in the class in your group's activities on repeated occasions. (Friends) (202)					B				S
3. Organize the neighborhood group into a recreational activity and give special supportive attention to at least one who doesn't usually participate. (Neighborhood) (202)					B				S
4. Develop and implement a service or entertainment project for a handicapped group, elderly group, or the total community. (Community) (411)					B				S
5. Select a class at a similar grade level in another community or state and exchange communication and/or visits. (Beyond) (411)		B			S				
B. Education in schools									
1. Discuss Thomas Jefferson's statement that people cannot be ignorant and free. (806)		B			S				S
C. Churches									
1. Explain ways that teachings from religious sources help to develop a common set of values for citizens of a country. (205)		S			B				
D. Local groups to extended groups									
1. Describe examples of strong local groups combining to form a strong extended group. (407)		S			B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
E. Groups to individuals									
1. Explain how productive groups and unproductive groups influence the quality of (1) followership and (2) leadership in their members. (407)	S				B				S
F. Individuals to society									
1. Evaluate the statement, "Socially strong and healthy individuals who are able to both follow and lead and who have common sets of values are likely to combine into a well integrated and stable society." (406)	S				B				S

INSTRUCTIONAL OBJECTIVES

I. RIGHTS AND RESPONSIBILITIES

LEVEL III

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
1. Understand and respect the idea that every person has an inalienable right to life and to have one's life protected. (201)					B			S	
2. Make a commitment to work for one's own freedom and to respect the freedom of others. (202)			S		B				
3. Describe at least four legal and moral restraints we have as citizens to restrict our freedoms so that the most freedom is available to every person. (202)					B				S
4. Discuss what rights animals should have to be protected from unwarranted harm or death. (201)				S	B				
5. Describe at least four different freedoms we enjoy as citizens of the United States that are guaranteed us by the Bill of Rights. (402)					B				S
6. List many of the freedoms that United States citizens have that we often take for granted, but billions of people on earth don't have. (411)			S	S	B				
7. Appreciate our religious freedom to belong to any church that we choose; also, that we may choose not to belong to any religion. (205)			S	S	B				
8. Express tolerance for people with beliefs, religions, and life-styles that are different from your own. (205)			S	S	B				
9. Understand that one may speak or write any ideas or beliefs as long as this freedom of speech and expression doesn't infringe on other people. (202)			B		S				
10. Understand that people may meet together and discuss topics of the peoples' choice. (404)			B		S				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
11. Know that one has a right to seek justice from school or government officials if one feels that one has not been treated fairly. (402)					B					S
12. Describe in one's own words "due process" and give an example of due process being carried out in one's school or with a juvenile court. (402)					B					S
13. Appreciate that each person has the right to decide what work to do to earn a living. (805)									B	S
14. Articulate that a worker has a right to fair pay for one's work, and an employer has the right to expect an honest day's work for the pay one gives to one's employees. (806)									B	S
15. Respect the right that every child, regular and exceptional, has the right to an education because every person is of worth in our society. (410)					S					B
16. Understand that every student has a right to be treated fairly in school by teachers, administrators and other students. (301)					S					B
17. Know that every student has the right to special help if one has difficulties in some classes or school activities. (802)					S					B
18. Understand that every citizen 18 years and older, has both the right and responsibility to vote in elections. (405)					B					S
19. Make a commitment to regularly vote thoughtfully about candidates and issues as soon as old enough. (405)					B					S
20. Understand how the party system works, that one has the right to attend mass meetings of existing parties, or even has the right to start a new party. (402)					B					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
21. Understand how a person becomes a candidate for public office. (406)		S			B				S
22. Outline a brief platform of one's ideas and present them to the class in a mock election. (111)		S			B				
23. Write a letter to a public official such as mayor, congressman, or governor congratulating the official on accomplishments or urging some action, or asking for information. (406)		B			S				
24. Understand the concept that a person accused of a crime is innocent until proven guilty. (110)		S			B				
25. Know what one's rights are if accused of a crime. (307)					B				S
26. Know that a person has a right to one's privacy and protection of property. Police may not search a person's house or car without reasonable cause and usually a search warrant. (405)					B				S
27. Respect the property rights of others. (205)					B				S
28. Understand and empathize with a person who has had important property stolen. (309)					S				B
29. Understand the important jobs that police officers, lawyers and judges play in protecting rights. (809)		S			B				
30. Understand and appreciate that all government power in the United States ultimately comes from the people. If we don't like government policies or officials, we have the right to legally change things in many ways. (402)		S			B				
31. Compare and contrast the freedoms that United State citizens enjoy to those that citizens of China, Russia, or South Africa do not have. (103)		S			B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Orient. Success Pro	Teacher Advisory
32. Describe another country that one would consider moving to in order to become a modern pioneer. One should be able to defend one's selection and tell what freedoms one would want in one's new country. (102)					B					S
33. Present a brief argument for the advantage of private property. (108)		B			S					
34. Describe one's rights in owning property such as a bicycle, radio, stereo, clothes, books, records, tapes, wallet, sports equipment, etc. Some rights that a person has with one's personal property include:										
a. Right to ownership and use without fear of theft by others.					B			S		S
b. Right to possession and enjoyment without fear of confiscation by government.					B			S		S
c. Right to recover property if stolen or unlawfully taken.					B			S		S
d. Right to sell own property. (404)					B			S		S
35. Explain in one's own words why it is important to a strong economy that people can start businesses in order to make a living and a profit. (101)					S			B	B	
36. Cite at least two examples of friends who have made money from a small business of their own, or working for a small business. (806)									B	S
37. Describe at least two benefits derived from earning your own money in addition to what the money will buy (e.g. sense of independence, learning to manage, learning skills, etc.). (806)					S				B	S
38. Accept responsibility for one's own life and well-being. (307)					B					S
39. Understand and respect others' right to life and freedom. (202)					B					S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro.
40. Make a commitment to prize and cherish freedom and fight to preserve freedom for all citizens if necessary. (412)					B				S
41. Recognize that freedom means the opportunity to make mistakes and fail along with the opportunity to make better choices that lead to success. (307)					S				B
42. Understand that freedom is risky! Whenever people are free to choose, some bad choices seem inevitable. Most people learn from their mistakes and improve. A few continually make poor choices and become criminals, or failures of various kinds. (307)					S				B
43. List at least four legal and moral laws or restraints that we have agreed to as citizens so that the most freedom is available to every person. (405)					B				S
44. Discuss our responsibility to treat all members of the human family with respect and kindness. (312)					B				S
45. Explain to a younger child why animals should be treated with kindness. (312)				S	B				
46. Describe in your own words and give examples of responsibilities that are "the other side of the coin" of every freedom that we enjoy. (304)					B				S
47. Analyze why we don't have complete freedom of speech such as yelling "FIRE!" in a crowded assembly. (514)					S			S	B
48. Define in one's own words, "slander and libel." (101)		B			S				
49. In a role playing situation, experience what it would be like to be the only Democrat in a group of Republicans, or the only Catholic in a group of Mormons, or the only boy in a group of girls, etc. (312)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
50. Understand that governments in the United States should neither encourage nor discourage religions. (206)			S		B				
51. Express the tolerance for people with different religious faiths, value systems or life styles other than one's own as long as they are within legal boundaries and do not infringe on others. (206)			S		B				
52. Plan a program for oneself to take advantage of one's entire school experience. (410)					S				B

II. AMERICAN VALUES

LEVEL III

At the completion of the level indicated, the student will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Multicultural composition of the United States									
1. Understand that the American Indian is the only "native" American. (408)			S		B				
2. Outline at least one line of one's ancestors to see how long one's family members have been Americans and from the country they originally came. (204, 403)			B		S				
3. Understand that although most American settlers were from Northern Europe and Britain, important minority groups of Americans trace one's ancestry to every race, culture, and continent of the world. (408)			S		B				
B. Common and unique values									
1. Describe in detail why one is proud to be an American. (412)			S		B				
2. Describe sacrifices that one would make to preserve his American citizenship, or to defend this country. (412)					B				S
3. List at least five values that most Americans believe in. For example: a. freedom b. honesty c. national security d. striving for excellence e. equal opportunity f. salvation, eternal life, freedom to worship (205)					B				S
4. Compare and contrast Americans' values in Colonial times with values of the present. (103)			S		B				
5. List values for one's own life for the coming six months and keep a diary of successes in acting according to those values. (113)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
6. Discuss "rugged individualism" as found in the famous mountain men of the West, and evaluate the practicality of this value system and life style in the 1980's. (111)		S			B				
7. Understand that there is scientific evidence that Americans are more alike than different in their values. Even though there are big differences between young and old, men and women, Black and Anglo, etc., most studies show that Americans are far more similar than they are different in beliefs and values. (405)		S			B				S
8. Infer how American values may change in the future. (313)		S			B				S
9. Define and describe VALUE in one's own words. (111)		S			B				S
10. Identify, with the help of the teacher, the basic political values in our Constitution and Bill of Rights. (411)		S			B				
11. Make an action plan students of this age can do to help preserve our political ideals and values. (115)					S				B
12. Select a favorite hero from American history and write a brief biography of that man or woman. (204)		B			S				
13. Identify that Americans have great faith in "Yankee ingenuity" and are fascinated by men such as Ford and Edison. (810)					B				S
14. Recognize that ingenuity is not considered enough nowadays and formal education is now considered necessary to understand the complex world in which we live. (410)					S				B
15. Describe how reason, the scientific method, and modern technology have caused most Americans to believe that almost any problem can be solved. (304)				B	S				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
16. Analyze how science and technology differ from religion in values and in ways of obtaining truth. (203)				S	B				
C. Artistic values									
1. Describe how art in its various forms is an expression of the values of the artist. (203)					B	S			
2. Develop a display or presentation of unique American art, literature or music. (703)					B	S			
3. Identify the value dilemmas faced by such characters in American literature such as Huck Finn or Atticus Finch. Evaluate how you would act if you were in the same situation. (204)		B			S	S			
4. Evaluate the lyrics and "beat" of hard rock, disco, etc. and analyze their impact on listeners. (703)		S			S	B			
5. Make a collection of prints of Western art by Remington, Russell, and others to go with westward expansion in United States history or Utah history. (706)					S	B			
6. Make a display of native American art such as jewelry, woven articles, beadwork and paintings. (706)					S	B			

III. INTERNATIONAL VALUES

LEVEL III

At the completion of the level indicated, the student will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Similarities and variations among people									
1. Describe the basic physical needs that all humans have in common. (202)					S		B		
2. List the average daily caloric intake needed by the average man, woman and child. (506)				S			B		
3. Describe and identify the similarities in the diets of peoples around the world. (506)				S			B		
4. (After seeing the filmstrip, The Bushmen of the Kalahari or something similar), develop comparative lists of the ways in which the Bushmen and modern Americans are similar and different in such dimensions as:									
a. food gathering and preparation.									
b. housing.									
c. clothing.									
d. religious behavior.									
e. value systems.									
f. conflict resolution. (408)			S		S	B		S	
5. Select four different countries and do library research, or interview students from those countries, to find out what roles, expectations, freedoms, etc. that young people ages 11 through 14 have in each of the countries. (408)			S			B			S
6. Identify examples of how different people and cultures search for meaning and answers to ultimate questions through religion. (206)			S			B			
7. Indicate on maps the main locations of racial groups about 300 B.C. (408)			S			B			S
8. Indicate on maps the main locations of racial groups during the early 1700's. (408)			S			B			

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
9. Describe how and why the races moved from their home lands to new parts of the world. (408)			S		B				
10. Identify the approximate number and sources of people from other countries now living in the local community. (408)			S		B				
11. Make a collage showing the contributions of other countries to American culture. (408)					B	S			
B. Social and political ideas and values									
1. Define in one's own words the following terms: "The brotherhood of man" and cultural shock. (408)			S		B				
2. List the differences between democracies and authoritarian governments. (103)			S		B				
3. Develop some hypotheses or explanations of why most governments in the world are authoritarian or dictatorial. (111)			S		B				
4. Defend democracy as the best form of government for the United States. (412)			S		B				
5. Show how a child's values and beliefs are obtained from one's family and cite an example of a value. (403)			S		B				
6. Identify similarities in families world-wide. (403)			S		B				
7. Examine critically the idea that strong families produce strong individuals and strong nations. (403)			S		B				
8. Describe why some communist countries try to take over some of the tasks of the family. (403)			S		B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
C. Scientific methods and technology									
1. Show how science and technology can have a major impact on the culture and life style of a people. (For example, show how the internal combustion engine in the automobile has changed American and other cultures during the last 80 years). (604)				B	S				
2. Make a chart showing the scientific contributions of men and women from minority groups and from other countries around the world to society. (203)				B	S				
3. Outline the process of inquiry using the scientific method. (101, 102, 103, 104, 105)				B	S				
4. Select a scientist or inventor from another country and write a short biography of one. (810)	B			S					S
D. Creative arts									
1. (After listening to some melodious selections from Mozart, Verdi, and Chopin), identify which composer one likes best and describe how the music makes you feel. (701)					S	B			
2. Defend the statement that "Music is a universal language understood by all mankind." (708)	S				S	B			
3. Describe how the search for beauty seems to be universal and can often be a bridge between people of dissimilar cultures. (708)	S				S	B			
4. Discuss what influences the artistic work of Latin America, Asia, and Africa may have on the United States in the future. (708)					S	B			
5. Develop a presentation on the music, paintings and literature of Europe and America about the time of the American Revolution. (708)					S	B			

IV. REFINEMENT OF VALUES

LEVEL III

At the completion of the level indicated, the student should be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Values refinement processes									
1. Define VALUE in your own words. (109)			S		B				S
2. Define in one's own words "terminal" or end values such as freedom, health, peace of mind, salvation, etc. (109)			S		B				S
3. List at least three examples of "Instrumental" values such as self control, broadmindedness, politeness, etc. (110)			S		B				S
4. Evaluate how important physical beauty such as being handsome or pretty is, in making a first judgment about a person. (706)			S			B			S
5. Participate in values clarification exercises and show some knowledge and skill in clarifying your values, using the technique as outlined by Simon and others. (104)			S		B				S
6. Identify at least one tradition in one's family which has led to the values of family unity, family security, or maintaining love among family members. (403)			S		B		S		S
7. Describe at least one instance in which family members have been helpful in time of trouble. (403)			S		B		S		S
8. Identify at least one value to which one has a strong commitment and go through the values clarification process of freely choosing, prizing, cherishing and public affirmation of that value. (205)			S		B				S
9. Identify and apply a series of problem solving steps in reaching a defensible position on a social issue such as capital punishment. These steps might include:									

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
a. Identifying the problem. b. Gather data and information about the problem. c. Explore several possible solutions. d. Project the consequences of the solutions. e. Isolate the values that conflict within the problem. f. If needed, resolve the conflict between values by referring to a higher level value such as human dignity, freedom, etc. (101, 102, 103, 104, 105, 106)			S		S	B			S
10. Differentiate between factual statements in a newspaper editorial or an article in a news magazine. (109)			S			B			S
11. Defend one's stand on a public issue using reason, logic, and data. (101, 112)			S			B			S
B. Skill in group relations to solve value problems									
1. Identify with other students a few values they want to emphasize in their class or school. (406)			S			B			S
2. Demonstrate the ability to listen without interrupting to a friend or family member who is having troubles. Try to understand things from one's point of view. (312)			S			B			B
C. Modeling, identification, imitation--selecting ideals and values from other people									
1. Select a person who one admires very much and explain why he admires this person, as well as describe two values that the admired person represents that you are trying to incorporate in your life. (205)			B			S			S
2. Select a hero from history or literature. Select a value conflict that hero faced and solved. (205)			B			S			S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
3. Discuss peer group pressure and influences that friends at school have. Cite examples of how this pressure can be good or bad. (401, 405)			S		S				B
D. Personal integrity and moral courage									
1. Identify at least three ideas to explain why our behavior usually falls short of our ideals. Explain why our "aim exceeds our grasp." (204, 303, 304)			S		B				S
2. Cite or identify examples in which behavior and attitudes have improved; where behavior reflected beliefs such as being kind, honest, courageous, self controlled, etc. (107)			S		B				S
3. Make a commitment to work toward the goal of "achieving intellectual, emotional, physical, spiritual and social balance" in one's life. (310)			S		B				S
E. Evaluation and long term refinement									
1. Decide whether or not a teenager is faced with tougher moral decisions than a child is. (303, 304)			S		B				S
2. Identify examples of how one is able to make more sound value judgments now than two years ago. (113)			S		B				S
3. Outline a plan for personal improvement for a three-month period with someone you trust. At the end of the time, evaluate your progress with the person helping you. (303)					B			S	S

V. THE NATURE OF CONFLICT

LEVEL III

At the completion of the level indicated the student will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Conflict - within the person									
1. Define CONFLICT in one's own words. (101)			S		B				S
2. Give an example of a moral dilemma that can create conflict within a person. (205, 309)			S		B				
3. Write a short story showing how conflict within a person can lead to growth or tragedy. (307)			B		S				
4. Recognize that much conflict involves problems of dependence and independence. (311)			S		B				S
B. Conflict between two people									
1. Illustrate an understanding that conflict is not always negative. When problems are solved, one becomes smarter at solving problems next time. Often people we have fights with become one's best friends. Why? (311, 312, 313)			S		B				S
2. Describe three major types of conflict that create the excitement and tension in dramatic literature (good vs. evil, man vs. man, man vs. nature, etc.). (105, 106)			B		S				
3. Identify some of the values that clash in typical junior high conflicts and arguments. (111)			S		S				B
C. Conflicts between groups of people									
1. Cite three examples using a history book of conflicts between groups of people such as labor and management, blacks and whites, Indians and non-Indians, men and women, etc. (101)			S		B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. - Success Pro
2. Analyze a T.V. news program for the many kinds of conflict portrayed. Then, evaluate how realistically conflict is portrayed on the T.V. (103)			S		B				
3. Analyze and discuss the competition felt between one's school and one's main rival school. (103, 308)			S		S				B
D. Conflict between nations									
1. Show how a small regional conflict between a few people grew into a war. (101)			S		B				
2. Identify some of the conflicting values involved in current world problems. (For example, the conflict between the Arabs and the Israelis centers on the value of property--but more than property--Homeland! Conflict between the United States and Russia centers on freedom vs. coercion, democratic capitalism vs. forced socialism, etc.) (103)			S		B				
E. Conflict resolution within the individual									
1. Describe three ways in which a person could reduce the pain that comes from an internal conflict. (303, 304, 306, 307, 308)			S		B				S
2. Explain why one often feels better after one has been punished for some wrong-doing even though one may complain about the punishment. (307)			S		B				S
3. Illustrate an understanding how two desirable values such as HEALTH and ACHIEVEMENT can create conflicts within a person. (...0)			S		S		B		S
F. Conflict resolution between two people									
1. Give an example of how conflict resulted in losing a friend because the friend's feelings were hurt by sarcastic or negative comments. (202, 302)			S		B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
2. Demonstrate skill in saying something tactful and kind to another person rather than being blunt and unkind. (115)			S			B			S
G. Conflict resolution between groups									
1. Interview a student who is new to your school to see which school the student likes better and why.			S			S			B
2. Demonstrate behavior and language that tends to reduce conflict between teenagers and adults. (404, 405)						B			S
H. Conflict resolution between nations									
1. List in outline form statements and behaviors that lead to trust and those that lead to mistrust and conflict. (101, 102)			S			B			S
2. In your judgment, should the United States Senate ratify the SALT II Treaty? (109)				S		B			
3. Display a knowledge of what conditions would be necessary so that world peace could be achieved. (407, 408, 413)			S			B			
I. Democratic process									
1. Display an awareness of Flinders' seven objectives for values development in resolving conflicts. These include (a) freedom to act, (b) self-identity, (c) self-discipline, (d) self-development, (e) personal responsibility, and (f) self-reliance. (307)						B			S
2. Accept responsibility to be a problem solver rather than a trouble maker. (402)						B			S
3. Describe why protection of minority rights may be as important as rule by majority. (408)			S			B			S

	Reading	Communications &	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Orient. Success Pro	Teacher Advisory
4. Demonstrate one's skills in carrying out the democratic process in solving a problem at school or at home. (T15)						B					S

VI. POSITIVE SELF-CONCEPT

LEVEL III

At the completion of the level indicated, the student will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Dignity and worth of the individual									
1. Understand that each individual person is of ultimate worth. This is a fundamental assumption and the most basic value in a democracy. (202)			S		B				S
2. Understand that freedom is a basic value and necessary so that individuals can have dignity and self-esteem. (202)			S		B				S
3. Understand that the basic worth and dignity of the individual is a basic idea of most religions. Religions and churches exist to help individuals become better. (206)			S		B				S
4 Families, social groups, schools, and governments are formed to try to help individuals become better, and to be more happy etc. (202)			S		B				S
5. Give an example from one's own life how family helped, how friends helped, how school helped, and how government helped one to be a better person, to solve a problem, to be happier. (402, 403)			S		B				S
6. Understand that when societies become large, those who run institutions sometimes forget that the purpose of the institution is to serve individuals. (414)			S		B				S
7. Describe three things that others have done for you or said to you that have "built you up" and made you feel better about yourself. (202)			S		B		S		S
8. Describe three things that others have done or said that have "cut you down" and made you feel badly about yourself. (202)			S		B		S		S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
9. Brainstorm with a group of students or friends some ways in which you could help to build the confidence of: a. a family member b. a friend c. a person who doesn't have many friends d. a teacher e. a clerk in a store f. an older person (202)	S				B		S		S
10. Understand that our self-confidence and sense of worth is not something that is gained and can be kept forever. People of all ages need to be needed and loved--everyone needs self worth confirmed from infancy through old age. (114)	S				B		S		S
B. Personal Identity									
1. Understand that our physical appearance and abilities come from the gene pool of all of our ancestors. (303, 304)				S	B		S		
2. Understand that personal identity is an expression of the social interaction that each person has from birth to the present. (401, 403)	S				B				
3. Understand that each person has unique, innate qualities unfolding within one's self which are more than the sum of heredity and environment. (114, 206, 202)	S				B		S		S
4. (Optional) As a part of a Utah History or U.S. History class, write a short history of your town and your family. (102, 104)	S				B				
C. Interests and Disinterests									
1. List three types of school activities that you like. (408)	S				B				S
2. List two activities in school that you don't like and tell why. (408)	S				B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro.
3. Describe some hobbies and activities that you like that are not related to school. (313)			S		B			S	S
4. Describe the ideal job and life-style that you would like to have when you are about 30. (803)					S			B	
5. Outline a plan to achieve your ideal job and life-style. (803)					S			B	
D. Strengths and weaknesses									
1. In your journal, describe some things that you like about physical appearances such as a nice smile, a good build, about the right weight, pretty eyes, handsome face, etc. (302)			S		B		S	S	S
2. Make a list of the things that you would like to improve about your appearance. Some will be easy such as a new dress or other clothing. Others may be very difficult such as dental work, braces, losing weight, improving posture, etc. Outline a plan to make one or two changes during a three month period. (307, 310)			S		B		S		S
3. Describe two skills of which you are proud. For example, you may be able to fix a motorcycle, bake a great cake, liven up a party, you're good at telling jokes, you play the piano or flute well, sew your own clothes, type well, etc. (302,303)			S		B			S	S
4. Pick out one skill that you would like to improve. Work on that skill for one month and keep track of your progress. Notice if you feel more confident as you improve. (302, 307)			S		B		S	S	S
E. Positive feelings and worries									
1. In student council or with a small group of students, discuss the kinds of school experiences that make you happy. (204)			S		S			S	B

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
2. Describe why it is important to talk about your worries with your parents, a good friend, a religious leader, a counselor or teacher. What might happen if a person bottles up his/her worries too much? (309, 310, 311)			S		S				B
F. Courage to be imperfect yet keep trying to improve									
1. Describe some errors that you made as a little kid and which worried you a lot then, but that you can laugh about now. (309)			S		B				S
2. Name a behavior which you have improved during the past year. (302)			S		B				S
3. In your notebook, identify some areas of personal behavior and attitudes which you are going to try to improve during the next three months. (307)			S			B			S
G. Personal relationships with others which can help you to understand who you are									
1. Plan and carry out an activity for your family which everyone will enjoy. (403)					B				S
2. Plan and carry out a project with your family to help someone else. (403)					B				S
3. Get some friends together and clean up a vacant lot so that it will look better and be a safer place to play. (402, 405, 406)					B				S
4. Encourage your parents to attend PTA meetings at school and to understand the good things going on at your school. (402)					B				S
5. Volunteer to work in a tutoring program to help students in your school who are having trouble with certain classes, or who are getting behind because of illness, etc., or help tutor elementary students. (312)					B			S	S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
6. Offer to help studentbody and class officers on an "improve school spirit" campaign. (405)					B				S
7. Invite an older person to tell you or a class about personal experiences which were uplifting. (206)			S		B				
8. Visit churches in your community. Try to understand and be sympathetic to the beliefs and practices of each church and religion. (206, 312, 408)			S		B				
9. Explore your own religious beliefs and values in order to help you understand your personal identity. (204, 206)			S		B				

VII. SOCIETAL CEMENT

LEVEL III

At the completion of the level indicated, the student will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Responsibility for self and others									
1. Understand that each person has a responsibility to one's self and others to develop a full potential in as many dimensions as possible. (310)					B			S	S
2. Understand that every person has a responsibility to be a positive force in one's family, neighborhood, school and community. (405)					B			S	S
3. Understand that every person has a responsibility to support one's self as an adult, and support one's family. (405, 807, 808)					B			S	S
4. Understand that every person has a responsibility to develop a "personal and social code of ethics" and to strive to live by those standards. (205)					B				
5. Express an oral or written commitment to act more generously in the coming week. (312)					B				
6. List three reasons why the family is important in the development of strong individuals. (403)					B				
7. Identify forces that are putting great stress on traditional family arrangements. Some of these include working wives and mothers, financial pressure due to inflation, etc., changing norms for sexual behavior, teenage marriages, etc. (403)					B			S	
8. Make a commitment to consciously set a good example for younger brothers and sisters or other kids. (405)					B				S
9. Outline a simple plan of action to show that one person can make a positive contribution to one's family, community, state or nation. (402, 406)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
B. Importance of an educated, well informed population to a stable society									
1. Analyze why the people must be educated and well informed if a democracy is to work and endure. (403)			S		B				
2. Decide why freedom of speech, freedom of assembly, and freedom of the press are crucial to a free and flexible society. (403)			S		B				
3. Predict what would happen if nearly everyone in the United States became apathetic and bored with government and its leaders. (403, 406)			S		B				S
C. Common value systems, role religion, patriotism									
1. Demonstrate an awareness that Americans hold a majority of values in common--there are more similarities in the values systems of all Americans than there are differences between American men and women, between American whites and blacks, between American Northerners and Southerners, etc. (407)			S		B				
2. Be aware that without a common core of values, a society and nation can be held together only by force and fear. (405)			S		B				
3. Demonstrate an awareness that many important American values such as need for accomplishment, hard work, savings, emphasis on education, and propriety in behavior came from the religions of the early settlers. These values are sometimes referred to as the "Puritan Ethic." (205)			S		B				
4. Understand that a major contribution of religions to social stability is that most religions advocate obedience to authority and commitment to the community--to helping others. (205, 206)			S		B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
5. Understand that fierce loyalties to religions or other value systems such as communism can fragment a society. (414)			S		B				
6. Describe why patriotism to one's country is in most cases desirable, and why loyalty to the United States and its ideals is important for both the country and the individual. (412, 204)			S		B				
D. Strong individuals come from strong, healthy families									
1. Understand and appreciate that good followers or group members have:									
a. commitment to group goals. b. commitment to follow properly constituted leaders. c. commitment to obey laws. d. understand and can use legal methods for changing bad leaders and laws. (412, 413, 414)			S		B				
2. Understand and appreciate that good leaders must have:									
a. permission from the people to lead. b. a concern for others; a concern for the well being of the followers. c. skill in group processes. d. be a problem solver, not simply an enforcer of the status quo. (406)					B			S	S
E. An integrated, healthy society is desirable but rare									
1. Appreciate the genius of the American system:									
a. protection of minority rights. b. protection of individual freedoms. c. ability to accommodate a great diversity and pluralism while maintaining a common core of values.									

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
d. individual ingenuity and inventiveness plus incentives for personal accomplishment have led to great wealth and economic strength. (412)					B				S	S
2. Demonstrate that most of what are called problems in the United States are examples of democracy in action and problems being solved. (101, 414)		S			B					
3. Appreciate the remarkable stability in government that we have in the United States. (414)					B				S	
4. Make a commitment to make personal sacrifices for the well being of others and our country. (412)		S			B					

INSTRUCTIONAL OBJECTIVES
I. RIGHTS AND RESPONSIBILITIES

LEVEL IV

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
1. Defend the idea that each person has an inalienable right to life and to have one's life protected. (201)					B				S
2. Make a commitment to work for one's own freedom and to respect the freedom of others. (201)					B				S
3. Emotionally accept that to become free and gain emotional maturity, one must become independent from parents. (310)					B				S
4. Accept that complete freedom is impossible--everyone is interdependent on others. (407)					B				S
5. Describe in one's own words, freedom, coercion, dependence, independence, and interdependence. (407)					B				S
6. Repeat from memory the ten most important freedoms that are guaranteed to us by the Bill of Rights. (111)					B				S
7. Create a personal plan to work for increased freedom for one's self and for others. (205)					B				S
8. Select from a current newspaper or magazine an account of a controversy in which a Bill of Rights freedom is involved; then identify the underlying values involved in the controversy. (103)		S			B				
9. Appreciate the right that every person has to decide what work to do to earn a living. (801)					S				B
10. Be aware that even though we are free to create our own businesses or compete for any job, certain requirements and skills are needed for success. (805)					S				B

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
11. Respect the value that every child and young adult has the right to an education in our society. (410)					S				B
12. Realize that every student has a right to be treated fairly in school by other students, teachers, and administrators. (301)					S				B
13. Understand that every citizen 18 years or older has both the right and responsibility to register and vote in elections. (406)					B				S
14. Make a personal commitment to vote thoughtfully about candidates and issues. (405)			S		B				
15. Describe how the party system works, that they have the right to attend mass meetings of existing parties, or even start a new party. (102)			S		B				
16. Describe the steps in becoming a candidate for public office. (406)			B		S				
17. If near elections, make a decision about a candidate to support and present a brief supporting speech to classmates. (108)			S		S				
18. If during elections, work for a candidate or party as a part-time volunteer. (406)					B				S
19. Write a letter to a public official such as a mayor, governor or congressman congratulating the official for work well done, or urging some action, or asking for information. (408)			B		S				
20. Compare and contrast the freedoms U.S. citizens enjoy that citizens of China, Russia, or Iran don't have. (403)			S		B				
21. Imagine that one wanted to be a modern pioneer. Identify what country one would move to and and why. (408)			S		S				B

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
22. Define in one's own words: free enterprise, market mechanism, opportunity cost, private property, investment and consumption. (102)						S			B	
23. Analyze why the concept of private property is a fundamental freedom. (103)						S			B	
24. Give at least two examples of friends who have made money from part-time jobs, or from small businesses of their own. (805)						S			B	S
25. Describe at least two benefits that come from earning your own money in addition to what the money will buy (e.g., sense of independence, learning to manage, learning skills, etc.) (808)						S			B	
26. Take increasing responsibility for one's own life and well being; that one will move toward greater independence and interdependence. (304)						S				B
27. Respect others' right to life and freedom. (201)						B				S
28. Discuss one's responsibility to treat all members of the human family with respect and kindness. (603)						B				S
29. Identify an act of kindness of consideration to be shown to a family member and do it. For example, tell mom and dad they are appreciated and loved. (403)						B				S
30. Explain to a younger child why animals should be treated with kindness. (603)					S	B				
31. Understand that freedom is risky! Whenever people are free to choose, some bad choices are inevitable. Most people learn from their mistakes and improve. A few continually make poor choices and become criminals or failures of various kinds. (304)						B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
32. Discuss why freedom and complete security and safety cannot exist together. (304)					B				S
33. Recognize that freedom means the opportunity to make mistakes and fail along with the opportunity to make better choices that lead to success. (311)					B				S
34. Discriminate between freedom and license in exercising freedom of speech. (103)			B		S				
35. Outline at least two differences between the Warren Court and the Burger Court in the interpretation of Constitutional protection of individual freedoms. (103)			S		B				
36. Experience in a role playing situation what it would be like to be the only Democrat in a group of Republicans, or the only Catholic in a group of Mormons, or the only Black in a group of Whites, etc. (312)					B				S
37. Write an essay on citizen apathy discussing some reasons why so few young adults vote, and some possible consequences from many citizens failing to be responsible. (108)			B						S

II. AMERICAN VALUES

LEVEL IV

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Multicultural composition and influences in the U. S.									
1. Accept that America is mostly a nation of immigrants representing races and cultures throughout the world. (408)			S		B				
2. Discover that the American Indian is the only "native" American. (408)					B				S
3. Conclude that although most American settlers and immigrants were from northern Europe and Britain, important minority groups of Americans trace their ancestry to every race, culture, and continent of the world. (408)			S		B	S			
4. Recognize that American colonists from Europe often came here to gain greater freedom and better opportunities. (408)									
a. Be able to list at least three kinds of freedom that American settlers were seeking. (102)									
b. Be able to describe two or three kinds of economic opportunities available to the average person in the United States from 1750 to 1850. (806)					B				S
B. Problems of Pluralism									
1. Think of two or three possible explanations for American treatment of Indians, Blacks, and other minority groups. Why do people seeking freedom for themselves often deny freedom to others? (301)(309)					B				S
2. Be able to give at least two examples of freedom-loving people today who would deny freedom and opportunity to others. (309)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
3. Define "pluralism" in one's own words. (101)			S		B				
4. Describe in one's own words what is meant by "Out of diversity comes strength and unity." (103)			S		B				
5. List at least three dangers that extreme pluralism and fragmentation pose to order and stability in one's community and nation. (103)					B				S
6. Discuss the problems of having a common, relatively homogeneous culture that all Americans can understand and care for, while maintaining the unique qualities of the many subcultures to which each of us belongs. (414)					B				S
C. Common and unique values									
1. Describe about ten core values that most modern Americans believe in such as: (205)					B				S
a. freedom									
b. honesty									
c. morality									
d. family security									
e. equal opportunity									
f. national defense									
g. economic well being									
h. independence (a chance to make it)									
i. accomplishment--contributing to others									
j. education									
k. salvation, eternal life, freedom to worship									
l. generosity, concern for poor, voluntary service									
m. being #1 as a nation, town, school, competitiveness				B					S
2. Identify at least two direct conflicts in American value systems. For example, we believe in equality but no one wants to be "equal." Everyone wants to be "best." (408)(309)			S		B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
3. Discover some of the old fashioned values such as hard work, saving for tomorrow, strict obedience to authorities, etc. as preached and practiced in Colonial times. (101)			S		B				S
4. Analyze and evaluate how some of the old fashioned values can apply to our time. (101)			S		B				S
5. Construct a list of top priority values for one's own life for the coming six months. (113)					B				S
6. Make a commitment to be honest in all dimensions of personal behavior. (101)					S				B
7. Make a personal commitment to be moral and chaste in sexual behavior. (101)						B			S
8. Describe at least five reasons to explain why there is nearly always a gap between one's values and one's behavior. Some of these include (a) "Our aim should exceed our grasp." (b) Each individual feels he is special and the rules should apply to everyone else but not to him. (c) Insincerity. (d) Evil intentions. (e) Values are purposefully broad so people can agree with them, but because they are broad, can't be a guide for every specific behavior. (408)			S		S				B
9. Discuss "rugged individualism" as found in the famous mountain men of the West, and evaluate whether or not this value system and lifestyle is practical in the 1980s. (111)			S		B				S
10. Give two examples of Americans' use of science and technology to successfully solve problems. (409)			S	B	S				
11. Give two examples of growing disillusionment with science and technology as methods to solve social problems. (604)				B	S				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
12. Realize that although there are many differences in the beliefs and values of American men and women, Black and Anglo, young and old, etc., most studies show that Americans are far more similar then they are different in their beliefs and values. (405)					B				S
13. Predict how American value systems might change in the future. (313)					B				S
D. Origin and basis of U.S. Constitution									
1. List some of the political events and documents that preceeded the U.S. Constitution and may have influenced it. (102)			S		B				
2. Name the man who is considered to be father of the Constitution. (102)			S		B				
3. Describe the length of time, the amount of work, and the process of compromise and conciliation that took place in order for the Constitution to be ratified. (102)			S		B				
4. Research some of the privileges that the founding fathers gave up in order to insure freedoms and rights for all. (101)			S		B				
5. Identify one person (or more) whose contribution(s) to the Constitution was very important and could qualify this person as a hero. (204)			S		B				S
6. Understand that the Bill of Rights are the first ten amendments to the Constitution. (414)					B				S
7. Provide at least three reasons why constitutional government has endured so long in the United States. (414)					B				S
8. Describe the amending process in one's own words. (414)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
9. Describe in one's own words why protection of minority rights may be as important as majority rule in government. (202)					B				S
10. Describe why one is proud to be an American citizen. (101)					B				S
11. Express willingness to obey and uphold the ideals found in the U.S. Constitution. (101)									
12. Find satisfaction in conforming to the reasonable laws and rules of our society. (203)									
13. Describe two or three changes that one would like to help bring about in one's community, state, or national government. (406)					B				S
14. Select two ways that the average citizen can influence government and carry out at least one of them such as sending his/her Congressman a telegram, working for a candidate, etc. (405)					B				S
E. Economic and social values									
1. Be able to compare and contrast free enterprise with democratic socialism as found in Britain and Sweden. (103)					B			S	
2. Distinguish between laissez faire capitalism and the democratic welfare state. (103)					B			S	
3. Describe in one's own words, or give an example of supply and demand. (805)					B			S	
4. Defend supply and demand/free market mechanism as opposed to government planning of what and how much of anything will be produced. (805)					B			S	
5. Give an example of how a free enterprise system will out-produce a collective system (such as the private gardens in Russia vs. the collective farms). (103)					B			S	

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. - Success Pro
6. Describe some of the problems that very large corporations, very large labor unions, and very large government pose for free enterprise. (804)						B			S
7. Discriminate in one's own words, monopoly, oligarchy, corporation, sole proprietorship, and partnership. (804)						B			S
8. Outline how reason, the scientific method, modern technology, and great wealth have been accepted by most Americans. (111)				S	B	S			
9. Agree that by accepting the ideas and accomplishments of the preceding objective, Americans have come to believe that any and all problems can be solved--and usually very quickly. (309)				S	S	B			
10. Agree that our successes in World Wars I & II, the great industrial successes of the past 100 years, and the general economic well-being of most Americans have given many Americans great confidence in our ability to solve problems. (309)		S			S	B			
11. Argue that the Vietnam War, the tumultuous 1960's, Watergate, inflation, and energy problems have weakened Americans' confidence in their system. (309)					S	B			
12. Recognize that Americans have great faith in Yankee ingenuity and are fascinated by men such as Edison and Ford. (810)					S	S			B
13. Recognize that ingenuity is not considered enough nowadays and formal education is now considered necessary to understand the complex world in which we live. (410)						S			B

F. Artistic values

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
1. Appreciate the creative art work of American artists and be able to name at least one painter, one novelist, and one musician who are considered to be great American artists. (701)		S				B			
2. Describe how American Jazz has come to be recognized as a unique American art form. (701)					S	B			
3. Match the art form and example with the correct American sub-culture such as the woven rugs and turquoise jewelry with the Navajo Indians. (703)					S	B			
4. Analyze how modern rock music evolved from various earlier American forms of music such as "Bluegrass" or "Spirituals" plus other international influences. (703)					S	B			
5. Evaluate the impact on the average American of constant music from radios, records, and tapes which are played in shopping centers, stores, theaters, etc. (708)					S	B			
6. Evaluate the lyrics of hard rock music and analyze their impact on listeners. (708)					S	B			
7. Identify the value dilemmas faced by such characters in American literature as Huck Finn or Aticus Finch. (103)		B				S			

III. INTERNATIONAL VALUES

LEVEL IV

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro.	
A. Similarities and differences among people										
1. Describe basic physical needs that all humans have in common. (202)				S			B			
2. List the average caloric intake needed by the average man, woman, and child. (506)				S			B			
3. Describe and identify the similarities in the diets of peoples around the world. (506)				S			B			
4. After seeing the filmstrip, "The Bushman of Kalahari", or something similar, students should be able to develop comparative lists of the ways in which the Bushman and modern Americans are similar and different in such dimensions as: (408)		S		S	B					
a. food gathering and preparation										
b. housing										
c. clothing										
d. values and behavior										
e. adaptation to environment										
f. conflict and conflict resolution										
5. Analyze and evaluate Maslow's hierarchy of needs and decide on its accuracy from their point of view. (103)				S	B					
6. Within student groups of about five, discuss examples of how different age groups get their feelings of belonging and importance. (204)		S			B					
7. Give examples of how different peoples search for meaning and answers to the unknown through religion. (206)		S			B					
8. Identify common values and ideals in at least four major world religions. (203)		S			B					

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
B. Patterns of racial movements from early locations to current mixtures										
1. On maps, indicate main locations of racial groups about 300 B.C. (408)			S		B					
2. On maps, indicate main locations or racial groups during the 1700's. (408)			S		B					
3. Determine how and why the races moved from their homelands to new parts of the world. (408)			S		B					
4. Determine the source and number of people from other countries now living in the local community. (408)			S		B					
5. Make a collage showing the contributions of other countries to American culture. (408)					B	S				
6. Define in one's own words the following ideas: (408)										
a. cultural shock b. assimilation c. the brotherhood of man d. cultural diffusion e. the dignity of every individual f. man is the measure of all things			S		B					
C. Major political, economic, social and religious ideas and practices in the world										
1. Describe at least four types of political government found in the world and match countries to each type. (103)			S		B					
2. Explain why most governments in the world are authoritative or even dictatorial. (111)			S		B					
3. Defend democracy as the best form of government for the United States. (412)			S		B					
4. Show why democracy may be unworkable in a poor, partially developed country where most of the people are illiterate. (103)					B			S		

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro.	
5. Affirm that families are important (403)			S		B					
6. Show how families are similar throughout the world. (403)			S		B					
7. Select examples to show how families are different from country to country. (403)			S		B					
8. Critically examine the idea that strong families produce strong individuals and strong nations. (103)			S		B					
9. Give examples of how child-rearing practices are related to the types of government a country has. (110)			S		B					
10. Analyze why some communist countries and some dictatorships try to take over some of the tasks of the family. (108)			S		B					
11. Identify non-family social influences that help make us what we are such as schools, churches, social and athletic clubs, TV and radio, etc. (103)			S		B					
12. Compare democratic capitalism with democratic socialism and communist socialism. Consider the following in one's comparisons: (806)										
a. To what degree is man cooperative and to what degree competitive?										
b. Incentives for production in the three economic systems.										
c. Overall productivity in each system.										
d. Market mechanism vs. central planning.										
e. Under which system would you prefer to live if you were young, well educated, and ambitious?										
f. Under which system would you prefer to live if you were poor and chronically sick?										
g. Differences in value systems.					B				S	

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
13. Identify the key ingredients needed for a nation to become wealthy. (806)					S				B	
14. Discuss the relationship between the general level of education in a country and the economic wealth. (806, 410)					S				S	B
15. Define in one's own words, "economic interdependence." Give a current example of it. (101)					B				S	
16. Identify a list of both positive and negative values associated with democratic capitalism. (101)					B				S	
D. Scientific contributions of various nations										
1. Study the development and spread of major numeration, computing and measurement systems of the world. (418)			B	S						
2. Describe why mathematics is an important foundation of modern science. (103)			B	S						
3. Give an example of how intuition and imagination are an important part of scientific discovery. (203)				B	S					
4. Outline the process of inquiry using the scientific method. (101, 102, 103, 104, 105, 106)				B	S					
5. List in order of importance at least five major scientific discoveries that have made important changes in the way we live. (604)				B	S					
6. Select an important inventor or scientist and write a short biography of them. (204)		S		B						
7. Discuss the question, "Is it possible for science to be value free?" (109)				B	S					
8. Organize a table to show how science and technology can have a major impact on the culture and lifestyle of a people. For example, show how the										

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
internal combustion engine in the automobile has changed American culture during the past 80 years. (313)				B	S					
9. Make a chart showing the scientific contributions of men and women from minority groups, and from countries around the world. (203)				B	S					
E. Artistic contributions of various nations										
1. Identify three popular performing groups that come from countries other than the U S. (103)					S	B				
2. Name two Canadian singing stars. (102)					S	B				
3. Describe why British rock groups have been especially popular in the United States. (103)					S	B				
4. Little Richard was a popular recording artist a little over ten years ago. He has since entered the ministry and believes that much popular music has an evil influence on young people. Agree or disagree with Little Richard and defend one's answer. (114)	S				S	B				
5. After listening to some melodious selections from Mozart, Beethoven, and Tchaikovsky, decide which composer one likes best. Describe how the music makes you feel. (701)					S	B				
6. Develop an explanation for the amazing production of classical music by European composers during the 18th and 19th centuries. (708)					S	B				
7. Working in a small group, develop a presentation for your class on the music, paintings and literature being produced in Europe and America about the time of the American Revolution. (708)					S	B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
8. Describe the impact of the invention of recording instruments on music. What did people do for music before it could be recorded and replayed? (708)					S		B		
9. What contributions to music have we received from India in recent years? (708)						S	B		
10. Listen to some music of Russian composers and read some short stories by Chekov or a novel by Dostoevsky. Why do you suppose that Russian art is often thought of as being very somber--even gloomy? (708)			S				B		
11. Explain why Americans are not very familiar with the art of Latin America, Asia or Africa. (708)						S	B		
12. Predict what influence the artistic work of Latin America, Asia and Africa may have on the U.S. in the future. (708)						S	B		
13. Differentiate at least 6 differences between art and science. (203)					S		B		
14. Discover how the search for beauty seems to be universal and can often be a bridge between people of dissimilar cultures. (708)			S				B		

IV. REFINEMENT OF VALUES

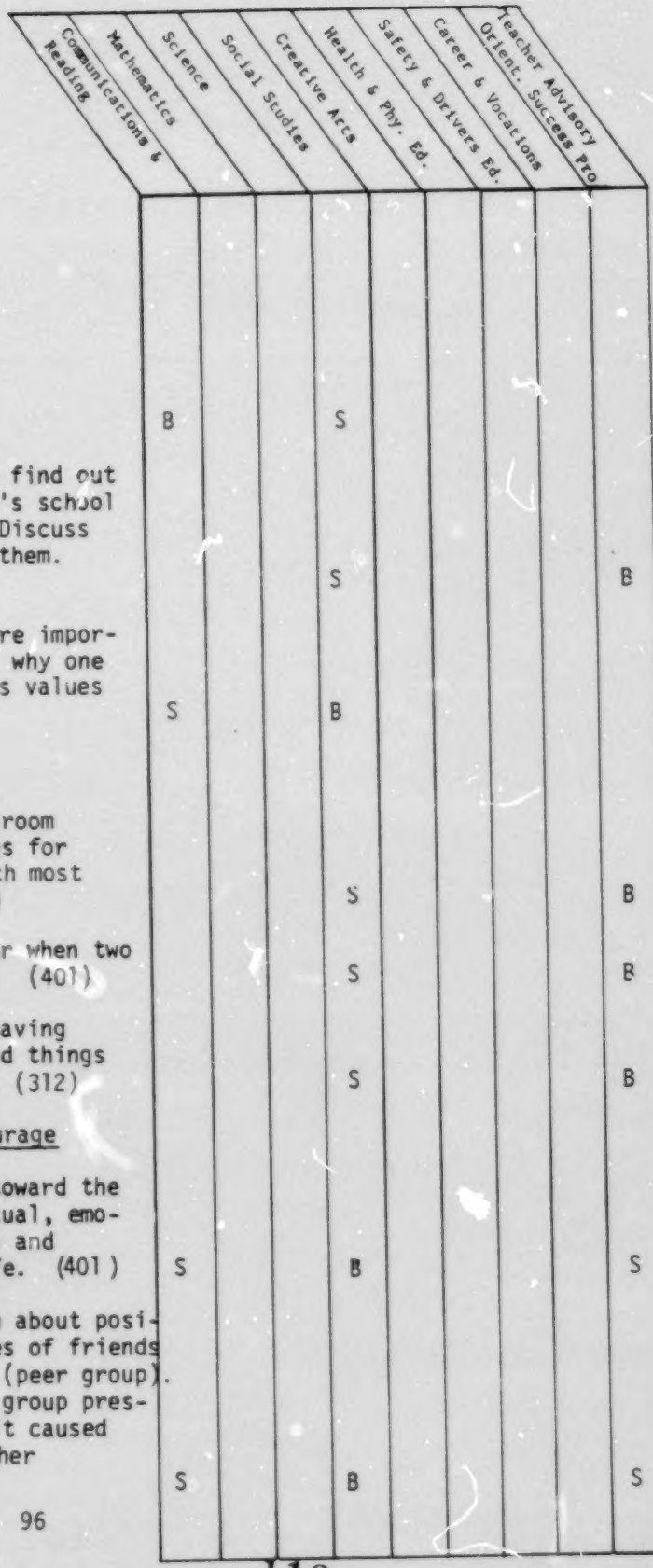
LEVEL IV

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient.- Success Pro
A. Values refinement processes									
1. Define in one's own words "terminal" or end values and give at least three examples of terminal values such as freedom, equality and peace of mind. (109)			S		B				
2. Define VALUE in one's own words. (109)			S		B				
3. List at least 3 examples of instrumental values such as honesty, self control, politeness and broad-mindedness. (110)			S		B				
4. Decide whether or not HEALTH is a terminal or instrumental value. (111)					S		B		
5. Decide whether or not BEAUTY (aesthetic values) is more terminal, more instrumental or a separate category. (111)					S	B			
6. Evaluate how important physical beauty such as being handsome or pretty is in making a judgment about a person when meeting one for the first time. Are good looks more important for girls than boys? (706)						B	S		
7. When shown pictures of famous men and women, suggest one or more important values that the famous person represents. (202)			S		B				
8. Participate and show some knowledge of the values clarification processes as outlined by Simon and others. (104)					B				S
9. Identify at least one value to which one has a strong commitment and go through the values clarification process of freely choosing, prizing, cherishing, and publicly affirming that one value. (205)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
10. Discriminate between a value and a value indicator. (104)					B				S
11. Work with other students in a group to decide on a group of values or ideals that one wants to emphasize in one's class or school. (406)					S				B
12. Take a position and defend it when presented with a moral dilemma. As students become familiar with dealing with moral issues, there should be evidence over time that their reasoning is less selfish and moving towards greater concern for others. (205)					B				S
13. Use more complex, multiple causation reasoning in deciding moral issues. (310)			S		B				
14. Identify the main issue in a moral dilemma. (101)			S		B				
15. Isolate the values that conflict within a moral issue. (104)			S		B				
16. Discriminate between factual statements and opinion statements in a newspaper editorial. (109)			S		B				
17. Create at least three alternative solutions to a public issue. (105)			S		B				
18. Predict some consequences of the alternative solutions. (106)			S		B				
19. Refer to a higher order value such as "human dignity" when faced with conflicting values. (202)			S		B				
20. Take a defensible position or make a qualified judgment on an issue and defend the position with reason, logic, and factual evidence. (101)			S		B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
21. Develop a written statement of VALUES IMPORTANT TO ME. This should be a reasonably coherent system of values which serves as a reliable guide to thinking and behavior, and should be consistent with home and community values. (411)			S		B				
22. List at least 2 techniques that are known to be effective in incorporating values into behaviors. (107)			S		B				
23. Describe how another person has served as a model or moral hero and has influenced one's value system. (204)			S		B				S
24. Develop a plan for continued growth in the development of a system of values or a philosophy of life or of a religious code of behavior. (205, 206)			S		B				S
25. Apply the Flinders' process of moral development which includes (a) freedom to act, (b) self identity, (c) self discipline, (d) mutual respect, (e) self-development, (f) personal responsibility and (g) self-reliance, in developing a plan for continued growth. (307)			S		B				S
B. <u>Modeling, imitation, and selecting ideals from other people and literature</u>									
1. Select an admired person such as a sports star, a church leader, family member, etc. and tell why this person is admired. Also, be able to select at least two values the admired person represents which one will incorporate into one's life. (205)			B						S
2. Select a hero from history or literature that one admires. Identify a value conflict the hero faced and solved. Some possible examples:									



a. Thomas Jefferson
b. George Washington
c. Abraham Lincoln
d. Huck Finn
e. Eleanor Roosevelt
f. Mother Teresa
g. Golda Meier
h. Ulysses (205)

3. Conduct an informal poll to find out about three students in one's school who most students admire. Discuss why other students respect them. (202)

4. Identify some values that are important in one's family. Tell why one is proud of his/her family's values and heritage. (403)

C. Skill in group relations

1. If your teacher holds classroom meetings, suggest some rules for classroom conduct with which most students will agree. (401)

2. Try to serve as a peacemaker when two friends are having a fight. (401)

3. Listen to a friend who is having troubles. Try to understand things from his/her point of view. (312)

D. Personal integrity and moral courage

1. Make a commitment to work toward the goal of achieving intellectual, emotional, physical, spiritual and social balance in one's life. (401)

2. Participate in a discussion about positive and negative influences of friends and other people at school (peer group). Suggest two ways that peer group pressure could be resisted if it caused someone to go against his/her standards. (401, 405)

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
3. Give examples in which one changed one's behavior and attitudes for the better; where behavior reflected beliefs such as being kind, honest, courageous, etc. (107)					B				S
E. Evaluation and long term refinement									
1. Interview children younger than themselves, people their own age, and older teenagers and adults to find out how people have to keep learning, changing, and growing all of their lives. (303, 304, 311, 313)			S		B				
2. In one's journal or in a short essay, describe how one has learned from mistakes in the past and feels better and more mature because of being able to learn from mistakes. (313)			S		B				S
3. Share examples of successes one has had in living by a consistent personal and social code of ethics. (206)			S		B				S
4. Outline a plan for personal improvement for a three month period and ask someone one trusts, such as a family member, a friend, a religious leader, scout master, or teacher to encourage him/her during the three months, and to help evaluate progress at the end. (107, 307)			S		B		S		S
5. Predict at least five values that will be a part of one's value system when one is 30 years old. (313)			S		S				B
6. Reorder one's values so that self-control is consciously raised in an effort to break a bad habit or form a good habit. (307)			S		S				B

V. THE NATURE OF CONFLICT

LEVEL IV.

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient., Success Pro
A. Conflict									
1. Conflict with the person									
a. Define conflict in one's own words. (101)			S		B				S
b. Select an example of intra-psychic conflict or conflict within a person. (205, 309)			S		B				S
c. Explain why suicide may result from one of the most serious internal conflicts; also discuss why there has been a rise in teenage suicide recently. (101, 302, 303, 304)			S		B				S
d. Indicate how a conflict can arise from two positive values such as when someone has to decide whether or not to be honest or kind and tactful. (105, 404)			S		B				S
2. Conflict between two people									
a. Define interpersonal conflict and give an example from one's own life. (301)			S		B				S
b. Predict how learning to manage conflict effectively could help later when one becomes a spouse and parent. (416)			S		B			S	S
c. Role play a situation in which a high school student is arguing with one's father about use of the car, coming home late, or doing homework. Show how such arguments are often basically dependence/independence issues. (114)			S		B			S	S
3. Conflict between groups of people									
a. Classify a group of conflicting values between young adults and their parents, or young people and older people. (408)			S		B				

	Reading	Communications &	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
b. Poll a group of values that many of the students in your class or school believe are important, and on which there is general agreement. (405)				S		B				S
c. Survey a group of values that many of the students in your class have differing opinions about and therefore, may be a source of conflict. (405)				S		B				S
d. Gather evidence on how demands for equality by women, Blacks, Chicanos, Native Americans and other minority groups have created conflict. (408)				S		B				
e. Analyze one value that Republicans and Democrats would probably both agree and disagree on. For example, take the value of EQUALITY. Democrats tend to view equality as "equality of results" whereas Republicans see equality as "equality of opportunity." (411)				S		B				
4. Conflict between nations										
a. Produce historical evidence to show how differences in values and belief systems can cause clashes, conflicts and wars on the international scene. Predict where an armed conflict is likely to occur in the future over differences in values. (408, 413)				S		B				
b. From recent history, find an example of a war that started as basically a civil war and turned into an international war. (413, 606)				S		B				
c. Conclude why war is so much more dangerous now than it was in ancient times. (418)				S		B				
B. Conflict resolution										
1. Conflict resolution within the individual.										

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro.
a. Outline at least three ways in which a person could reduce the pain that comes from an internal conflict. (303, 304, 306, 307, 308)			S			B			S
b. Make a case for leisure activities such as sports and games in maintaining mental health. (308)			S			S		B	
c. Analyze why we often feel better after we have been punished for some wrong-doing even though we may complain about the punishment. For example, Gary Gilmore and Jesse Bishop apparently wanted the death penalty to pay for their murders. (307)			S			B			
d. Give some examples of conflicts between two people which are clearly "good and evil" and some conflicts which arise over two "goods." (110)			S			B			
2. Conflict resolution between individuals									
a. Demonstrate your skills in getting along with others by doing some of the following:									
(1) Seek good things to say about others and say to them. (301)									
(2) Ignore flaws in oneself and others which can't be changed. (304)									
(3) Resist the temptation to be sarcastic at the expense of another person. (301)									
(4) Learn to listen without interrupting. (101)									
(5) Help a friend or classmate who is having problems with school work. (301)									
(6) Ask for help with school work if you need it. (301)			S			B			S
3. Conflict resolution between groups.									
a. Demonstrate behavior and language that tends to reduce conflict, and increase trust. (404, 405)			S			B			S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
b. Develop some reasons to explain why fights after basketball games are fairly common between certain high schools. Suggest some resolutions to these fights. (406)			S			B			S
c. Predict what will happen in the future as various minority groups strive for power. Suggest what could be done to help all Americans live together more harmoniously. (406, 407, 408)			S			B			
d. Conflict resolution between nations.									
(1) Judge whether or not the U.S. should increase defense spending. (109)			S			B			
(2) Working in small groups, try to decide what conditions would be necessary so that world piece could be achieved. (407, 408. 413)			S			B			
(3) Describe what one individual could do to foster world piece. (413)			S			B			S
C. Democratic process									
1. Use Flinders' seven objectives for values development in resolving conflicts. These include (a) freedom to act, (b) self development, (c) personal responsibility, and (d) self-reliance. (307)			S			B			S
2. Accept responsibility to be a problem solver rather than a trouble maker. (402)			S			B			S
3. Demonstrate one's skill in carrying out a democratic process in solving a problem at school for example, bringing the problem to the student council. (115)			S			B			S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
4. Describe what is meant by the majority rule. (408)		S			B				S
5. Defend why it is as important that minority rights be protected as it is for majority rule. (408)		S			B				
6. Develop some hypotheses to explain why there is so much voter apathy on the part of young voters. (402)		S			B				S
7. Suggest some ways that students and citizens could become more actively involved in the government process. (402, 406)		S			B				
8. Call the county courthouse to find out if people under 18 may participate in or attend mass meetings. (402)					B				S

VI. POSITIVE SELF-CONCEPT

LEVEL IV

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Dignity and worth of the individual									
1. Acclaim the ideal that the individual person is of ultimate worth. This is a fundamental assumption and perhaps the most basic value in a democracy. (202)			S		B				S
2. Appreciate that the basic worth and dignity of the individual is a basic assumption of most religions in the Judeao-Christian tradition. Religions and churches exist to help individuals become better. (206)			S		B				
3. Accept that families, social groups, schools, and governments exist to help individuals become better, happier, etc. (202)			S		B				S
4. Rediscover that when societies become large, those who run institutions sometimes forget that the purpose of institutions is to serve individuals. (414)					B				S
5. Give an example from one's own life of how an institution has helped one to become a better person, to be happier, etc. (402, 403)			S		B				
6. Give an example from one's life in which an institution which is supposed to serve individuals, either didn't help or actually hindered the individual person. (202)					B				S
7. Describe five ways in which other people have made you feel badly, inferior, etc., by making sarcastic and negative comments. (202)					S				B

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
8. Develop some ways which you could help to build the confidence of a family member, a friend, a teacher, or a clerk in a store. (202)					S				B
9. Analyze the differences between a strong ego associated with a healthy self confidence compared to an egotist who appears to have a "superiority complex" but really feels inadequate. (303)			S		B				S
B. Personal identity									
1. Outline the process of growth and development from infancy to adulthood. Answers should include some of the following: a. Infant's dependence on mother. b. Importance of "NO" for two year olds in beginning separation from parents. c. Role of other people in forming one's self concept and sense of personal identity. d. Adolescent as a young adult. e. Self doubts in adolescence because of rapid physical and psychological changes. f. Adolescent's need for independence. g. Risks of too much independence. h. Risks of too little independence. (114)						B			S
2. Respect personal identity as an expression of the unique, innate qualities unfolding within each person. (114, 202)			S			B			S
3. Discover how personal identity is an expression of the heredity one receives from the gene pool of all one's ancestors. (302)					S	B			
4. Understand that personal identity is an expression of the social interaction one has had constantly since birth. (302)						B			S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
5. Recall examples of how personal identity is an expression of the beliefs and values acquired through one's religion, civic beliefs, family traditions, etc. (302)			S			B			S
6. (optional) Write an autobiography from birth to the present focusing on the development of a sense of personal identity. Include important people in one's life, important events--both good and bad--and strengths and limitations. (310)			S			B			S
7. (optional) Write a biography of another person such as a grandparent, or two friends could do biographies of each other to provide a more objective view of each as a person. (114)			S			B			S
Note: Biographies and autobiographies should emphasize the positive and avoid excessive critical analysis or pseudo psychoanalysis.									
8. Interests and disinterests.									
a. List three types of activities at school which are particularly enjoyable. (401)			S			B			S
b. Describe hobbies which one enjoys outside of school. (707)			S			B			S
c. List two activities in school one doesn't like and tell why. (304)			S			B			S
d. List three activities some kids like away from school but that they don't care about. (408)			S			B			S
e. In short story form, describe the ideal job and lifestyle one would like to have when one is about 30. (803)			B			S			S
f. Outline a plan to achieve (e) above. (803)			S			B			S
9. Strengths and weaknesses									
a. Describe some things one likes about one's physical appearance									

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
such as a nice smile, a good build, about the right weight for one's height and build, pretty eyes, handsome profile, etc. (302)			S		B				S	S
b. Make a list of the things one would like to improve about one's personal appearance such as new clothes, dental work, losing weight, building stronger muscles, or improving one's posture. Then, prioritize one's list A, B, C, & D with the A items the most important. Outline a plan to make one or two changes during a three month period. (307, 310)					B				S	S
c. Describe three skills which one is proud of such as being able to fix one's own car, help others have fun at a party, play the piano well, type well, or sew one's own clothes, etc. (302, 303)					B				S	S
d. Pick out one skill that one would like to improve. Work on the skill for one month and keep track of one's progress. Also notice if one feels more confident as one improves. (302)					B				S	S
10. Likes and dislikes										
a. Name at least three foods which are one's favorites. (506)			S		B					S
b. Name at least three foods which one dislikes. (506)			S		[illegible]			B		S
c. Think about a group of people one likes to be around but feels uncomfortable when one is with them. Explain this paradox. (301, 401)			S		B				S	S
d. List one's favorite show on TV and what is one's least favorite? Try to detect the basis of one's preferences. (204)			S		B				S	S
e. Describe 3 of the things one is most proud of that one has accomplished in school. (302)			S		B				S	S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
f. In some high school year books, the accomplishments of the seniors are listed. Write what would be for them, an ideal list of accomplishments. (302)			S		B				S	S
g. List three accomplishments outside of school of which one is proud. (302)			S		B				S	S
h. Predict one's feelings and ambitions after graduating from high school. (204)			S		B				S	S
i. Evaluate the worth of planning for the future. Do long term plans pay off or is it better to live "one day at a time"? (204)			S		B				S	S
j. Rank order what kinds of sacrifices one would make to become wealthy by the time one is 40, or to get into medical school, or to become a first class mechanic, etc. (204)			S		B				S	S
11. Positive feelings and worries										
a. Discuss with a small group of students the kinds of school experiences which make them happy. (204)			S		B				S	S
b. Discuss the kinds of worries high school students have about school and develop some things that could be changed to reduce worry. (309)			S		B				S	S
c. Collect a list of some of the kinds of things that are happening in the world that worry both high school students and adults. (309)			S		B				S	S
d. Describe why it is important to talk about worries with a good friend, a parent, a trusted teacher or counselor, etc. Generalize about what might happen if people bottle up their worries too much. (309)			S		B				S	S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
e. Outline a problem solving process that can be used to help solve the causes for worries, or to get rid of the worry about things over which one has no control. (107, 308, 309)			S			B			S	S
C. Courage to be imperfect yet keep trying to improve										
1. Laugh about a situation in which you made an error but it was accepted as a learning experience without too much anxiety. (305)			S			B			S	S
2. Write a story about some errors one made as a little kid and which one worried a lot about then, but now can laugh about.. (309)			S			B			S	S
3. Demonstrate listening skills with which one helped another person accept error and turn it into a learning experience. (312)			S			B			S	S
4. Name a behavior which one has improved during the past year. (302)			S			B			S	S
5. In notebooks, identify some areas of personal behavior which one is going to improve during the coming six months. (307)			S			B			S	S
D. Family										
1. Plan and implement with the family an activity at home which all can enjoy together. (403)						B			S	S
2. Plan and carry out a project with your family to help someone else. (403)						B			S	S
3. Think of some reasons why one is proud of one's family and heritage. (403)			S			B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
E. Neighborhood and community									
1. Help organize a neighborhood party for whole families or for kids of a certain age. (407)		S			B				S
2. Participate in a neighborhood clean-up of a vacant lot, or work on the yard of someone who is old or sick, etc. (411)		S			B				S
3. Encourage one's parents to attend PTA meetings, athletic events, art shows, etc. in your area or community. (410)		S			B				S
F. School									
1. Volunteer to work in a tutoring program to help elementary kids, or other students in their school. (410)					B			S	S
2. Offer to help student body officers on an "improve school spirit" campaign. (406)					B				S
3. Combine with groups of other ages to do a kind deed for an elderly person. (202)					B				S
4. Invite an older person to tell you, a class, or an informal group about personal experiences which were uplifting. (202)					B				S

VALUES STRAND
VII. SOCIETAL CEMENT

LEVEL IV.

At the completion of the level indicated, the students will be able to:

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
A. Responsibility for self and others									
1. Support the idea that each person has a responsibility to oneself and others to develop one's full potential in as many dimensions as possible. (310)			S		B			S	S
2. Acclaim the idea that every person has a responsibility to develop a "personal and social code of ethics" and to strive to live by one's standards. (205)			S		B				
3. Persuade others that every person has a responsibility to be a positive force in one's family, neighborhood, school, and community. (405)			S		B				S
4. Argue that every person has a responsibility to support oneself as an adult, and to support one's family. (405, 807, 808)			S		B			S	
5. Express an oral or written commitment to act more generously in the coming week. (312)			S		B				
6. List three reasons why the family is important in the development of strong individuals. (403)			S		B				
7. Identify forces that are putting great stress on traditional family arrangements. Some of these include working wives and mothers, financial pressure due to inflation, changing norms for sexual behavior, teenage marriage, etc. (403)			S		B			S	
8. Make a commitment to consciously set a good example for younger brothers and sisters or other kids. (405)					B				S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro
9. Outline a simple plan of action to show that one person can make a positive contribution to his/her family, community, state or nation. (402,406)			S		B				S
B. Importance of an educated, well informed population to a stable society									
1. Analyze why the people must be educated and well informed if a democracy is to work and endure. (403)			S		B				
2. Decide why freedom of speech, freedom of assembly, and freedom of the press are crucial to a free and flexible society. (403)			S		B				
3. Predict what would happen if nearly everyone in the U.S. became apathetic and bored with government and its leaders. (403, 406)			S		B				S
C. Common value systems: role; religion; patriotism									
1. Find comfort that Americans hold a majority of values in common; there are more similarities in the values systems of all Americans than there are differences between American men and women, between American whites and blacks, between American Northerns and Southerns, etc. (407)			S		B				
2. Be aware that without a common core of values, a society and a nation can hold together only by force and fear. (405)			S		B				
3. Accept that many important American values such as need for accomplishment, hard work, savings, emphasis on education and propriety in behavior came from the religions of the early settlers. These values are sometimes referred to as the "Puritan ethic." (205)			S		B				

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. - Success Pro
4. Deduce that a major contribution of religions to social stability is that most religions advocate obedience to authority and commitment to the community--to helping others. (205, 206)			S		B				
5. Discover that fierce loyalties to religions or other value systems such as communism can fragment a society. Ireland shows the fragmentation of religious differences. Italy is a country in which communism and Catholicism are in conflict. (414)			S		B				
6. Defend why patriotism to one's country is in most cases desirable, and why loyalty to the United States and its ideals is important for both the country and the individual. (412, 204)			S		B				
D. Strong individuals come from strong, healthy families									
1. Realize that good followers or group members have:									
a. commitment to group goals b. commitment to follow properly constituted leaders c. commitment to obey laws d. understand and can use legal methods for changing bad leaders and laws (412, 413, 414)			S		B				
2. Conclude that good leaders must have:									
a. permission from the people to lead. b. a concern for others; a concern for the well being of the followers c. skill in group processes d. be a problem solver, not simply an enforcer of the status quo (406)					B			S	S

	Communications & Reading	Mathematics	Science	Social Studies	Creative Arts	Health & Phy. Ed.	Safety & Drivers Ed.	Career & Vocations	Teacher Advisory Orient. Success Pro	
E. An integrated, healthy society is desirable but rare										
1. Express gratitude for the genius of the American system including:										
a. protection of minority rights										
b. protection of individual freedoms										
c. ability to accommodate a great diversity and pluralism while maintaining a common core of values										
d. individual ingenuity and inventiveness plus incentives for personal accomplishment has lead to great wealth and economic strength (412)					B				S	S
2. Deduce that many of what are called problems in the U.S. are examples of democracy in action and problems being solved. (101, 414)			S		B					
3. Be grateful for the remarkable stability in government that one has in the U.S. (414)					B				S	
4. Make a commitment to make personal sacrifices for the well being of others and our country. (412)			S		B					

APPENDIX

LEGISLATIVE REQUIREMENTS AND VALUES EDUCATION

The Utah State Legislature has set a number of standards which influence the curriculum of many disciplines taught in Utah's public schools. The following requirements have cross-discipline implications and should be reflected in the Curriculum Strand in Values Education.

Constitution of the United States

Instruction shall be given in the Constitution of the United States (53-1-1).

Special Emphasis to Education for Citizenship

Persons employed to give instruction are to give special emphasis to common honesty, morality, courtesy, obedience to law, respect for the Constitution of Utah, respect for parents and home, the dignity and necessity of honest labor and other skills, habits, and qualities of character which will promote an upright and desirable citizenry and will better prepare our youth for a richer, happier life. (53-14-10)

Attorney General's Opinion About Meaning of Morality in State Law 53-14-10

"...It is my opinion that it is clearly appropriate that the public schools teach chastity to their students. Certainly nothing should be done or condoned by teachers or administrators which would teach, promote or condone immorality or unchastity..."

Essential and Benefits of the Free Enterprise System

All public high schools are required to give instruction on the essentials and benefits of the free enterprise system. (53-14-7.5)

Partisan Politics and Denominational Religion Not Appropriate in Education

It shall be unlawful to teach in the University of Utah or in the Utah State Agricultural College, or in any of their branches or departments, or to teach in public schools of this state while in session any partisan political, atheistic, infidel (not believe in religion), sectarian religious or denominational doctrine...Nothing in this section shall be deemed to prohibit the giving of any moral instruction tending to impress upon the minds of the students the importance and necessity of good manners, truthfulness, temperance, purity, patriotism, and industry, but such instruction be given in connection with regular schoolwork. (53-14-4)

Harmful Effect of Alcohol, Tobacco, and Other Forms of Harmful Narcotics

It shall be the duty of all district boards of education, and boards of education of the cities of the first and second class supported in whole or in part by the state of Utah to provide that persons employed to give instruction and guidance to young people under eighteen years of age shall so arrange and present their instruction, guidance, and plans for pupil and student thinking, discussion, decision, and activity as shall give special

emphasis to the harmful effects upon individual and society of alcoholic beverages including beer containing alcohol, tobacco and all other forms of harmful narcotics as shall lead such young people away from their use. (53-14-7)

Additional laws which may provide useful reference information for teachers are:

Utah Code Number	Description
76-10-1227	INDECENT PUBLIC DISPLAYS
76-10-1204	DISTRIBUTING PORNOGRAPHIC MATERIAL
76-10-1209	SENDING PORNO INTO STATE (mail)
76-10-1205	INDUCING ACCEPTANCE OF PORNOGRAPHIC MATERIAL
76-10-1206	DEAL IN MATERIAL HARMFUL TO MINORS
76-10-1207	LETTING PROPERTY BE USED FOR OBSCENE DISTRIBUTION
76-10-1216	DISTRIBUTION OF PORNO, OBSCENE, OR LEWD MOVIES
76-7-203	SELLING A CHILD
76-10-1304	AIDING PROSTITUTION
76-7-101	BIGAMY
76-7-102	INCEST
76-5-406	SEX ACTS WITHOUT CONSENT
76-5-405	AGGRAVATED SEXUAL ASSAULT
76-5-404	FORCIBLE SEXUAL ABUSE
76-5-403	ACTS OF SODOMY
76-7-103	ADULTRY
76-7-104	FORNICATION
6-10-103 to 105	TOBACCO

Objectives relating to the law concerning the harmful effects of alcohol and tobacco are found in the Utah State Courses of Study for Health Education.

The following chart summarizes the objectives in the Values Strand which relate directly to the concepts itemized in Utah State Law regarding the teaching of citizenship. (53-14-10)

Relationship of Values Education Objectives
To Utah State Law 53-14-10

	Honesty	Morality	Courtesy	Obedience to Law	Respect for Const.	Respect for Parents	Honest Labor	Upright Citizenship
LEVEL I								
Rights & Responsibilities	B-3-a,b	B-1-c	B-1-a,c B-2-a,e B-5-f	A-2-e,f B-2-f	A-1 B-4		A-3-3	A-2-a,d A-5-a,b,c B-2-g B-3-c,d
American Values					A-1 A-2 A-3 A-4	C-2		
Refinement of values	C-1		B-1-a,b					B-1-a,b
Nature of Conflict	A-1-a B-1-d		A-1-c B-1-b			A-1-b		A-2 A-3
Societal Cement			A-2 A-3 A-4 A-5			A-1		E-1
LEVEL II								
Rights & Responsibilities	B-2-f B-3-a		B-1-a,b,d B-2-b	A-2-c A-4-a	A-1	B-4-a	A-3-e	A-5-a,b,d B-2-d
American Values					A-1 A-2 A-3 A-4	C-2	C-1 C-4 C-5 C-6 C-7	
Refinement of Values			B-1-a,b					

LEVEL II Cont.	Honesty	Morality	Courtesy	Obedience to Law	Respect for Const.	Respect for Parents	Honest Labor	Upright Citizenship
Nature of Conflict	A-1-a					A-1-b		
Postive Self-Concept						D-1-a,b		
Societal Cement			A-1 A-3 A-4					
Level III Rights & Responsibilities			44	12,24 26,27 43	1,5,6 7,9 30		13,14 35,37 38	19,20,21 22,23,38
American Values	B-3				B-10			
International Values						B-5 B-6 B-7		
Refinement of Values	D-2		B-2			A-6 A-7		A-9 D-3
Positive Self-Concept			A-7 A-9 G-2 G-3 G-5			A-4 A-5 E-2 G-1		
Societal Cement						A-3 A-6 A-7 A-8	C-3 B-1	A-2 A-9

LEVEL IV	Honesty	Morality	Courtesy	Obedience to Law	Respect for Const.	Respect for Parents	Honest Labor	Upright Citizenship
Rights & Responsibilities			12 28,29	1 35	2,6, 8	29	9,10,22 24,25	13,14,15 16,17,18 19
American Values	C-1-a C-6	C-1-a C-7		D-11 D-12	D-1 D-2 D-3 D-5 D-6 D-7	C-1-a	C-3 E-3 E-4 E-5 E-6 E-7	D-14
International Values						C-5 C-6 C-7 C-8 C-9 C-10		
Refinement of Values	A-3 D-3	A-12 A-13 A-14 A-15 A-25	C-1 C-2 C-3			B-4		
Nature of Conflict			B-2-a					
Positive Self-Concept			A-8 C-3 E-1 E-2			A-3 D-1 D-2 D-3		
Societal Cement			A-5			A-3 A-4 A-6	C-3	

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